Child Care and Development Fund (CCDF) Plan
For

Ohio
FFY 2014-2015

PART 1 ADMINISTRATION

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)

Effective Date: 01-OCT-13

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:

Effective Date: 01-OCT-13

Name of CCDF Administrator: Alicia Leatherman

Title of CCDF Administrator: Assistant Deputy Director, Office of Family Assistance

Address of CCDF Administrator: P.O. Box 183204 Columbus, OH 43218-3204

Phone Number: 614-466-3698

Fax Number: 614-728-6803

E-Mail Address: alicia.leatherman@jfs.ohio.gov

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: Michelle Albast

Title of CCDF Co-Administrator: Bureau Chief, Child Care and Development

Address of CCDF Co-Administrator: P.O. Box 183204 Columbus OH 43218-3204

Phone Number: 614-752-0582

Fax Number: 614-728-6803

E-Mail Address: Michelle.Albast@jfs.ohio.gov

Description of the role of the Co-Administrator:

ODJFS expanded the organizational structure for the child care program area. The co-administrator has responsibility for child care policy development.

1.2 Estimated Funding

1.2.1 What is your expected level of funding for the first year of the FY 2014 - FY 2015 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, 2013 through September 30, 2014. (§98.13(a)).

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): $
 $239,981,514
Federal TANF Transfer to CCDF: $ $0

Direct Federal TANF Spending on Child Care: $ $257,665,313
State CCDF Maintenance-of-Effort Funds: $ $45,403,943
State Matching Funds: $ $39,328,787

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 FY2014 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

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.
Territories not required to meet CCDF Matching and MOE requirements should mark

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☐ N/A here

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.

If known, identify the estimated amount of public funds the Lead Agency will receive:
$84,732,730
☐ Private Donated Funds to meet the CCDF Matching Fund requirement. Only private 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:

This was an error and SHOULD NOT be checked. Cannot Remove on the entry system.

If known, identify the estimated amount of private donated funds the Lead Agency will receive:
☐ 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:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement:

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 fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement:

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

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2014 - 2015. Note: Funding estimate is limited to FY 2014 In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)

Infant/Toddler Targeted Fund $3,867,702	These targeted funds allow statewide coverage of Infant and Toddler specialists, housed within the Child Care Resource and Referral agencies. These specialists provide professional development on Ohio's Infant and Toddler Guidelines, which are transitioning to Ohio's Early Learning and Development Standards. In addition, the Infant and Toddler Specialists provide technical assistance in classrooms of programs that are seeking to or participating in Ohio's Quality Rating and Improvement System. (Approximately $1,200,000) In addition, these Infant/Toddler targeted funds support the Ohio Educational Television Stations who provide professional development to family child care providers who typically service infants and toddlers in their homes. (Approximately $280,000) These funds will support Infant and Toddler teachers with participating in T.E.A.C.H. Early Childhood Ohio. (Approximately $225,000). These funds will provide Quality Achievement Awards to programs that achieve a star rating and serve infants and toddlers through the Publicly Funded Child Care program. (Approximately $2,050,000) These funds will support the operations of the Professional Development Registry in order for Infants and Toddler teachers to locate and register for	Increase the capacity, education and training for teachers working with infants and toddlers and to improve their classroom quality. Assist programs with acheiving, maintaining and increasing their star rating.	Increase the number of programs serving infants and toddlers in the Quality Rating and Improvement System. Increase the number of teachers serving infants and toddlers with higher education and training degrees and credentials.

	professional development throughout the state. (Approximately $112,500)		
School-Age/Child Care Resource and Referral Targeted Funds $653,133	These targeted funds allow statewide coverage of Afterschool specialists, housed within the Child Care Resource and Referral agencies. These specialists provide professional development on Ohio's K-12 standards and provide technical assistance in classrooms of programs that are seeking to or participating in Ohio's Quality Rating and Improvement System. (Approximately $675,000)	Increase the capacity, education and training for teachers working with schoolagers and to improve their program quality. Assist programs with acheiving, maintaining and increasing their star rating.Assist programs with acheiving, maintaining and increasing their star rating.	Increase the number of programs serving schoolagers in the Quality Rating and Improvement System. Increase the number of teachers serving school agers with higher education and training degrees and credentials.
Quality Expansion Targeted Funds $6,678,397	These funds will support early childhood and afterschool teachers and adminstrators with participating in T.E.A.C.H. Early Childhood Ohio. (Approximately $525,000) These funds will provide Quality Achievement Awards to programs that achieve a star rating and serve infants and toddlers through the Publicly Funded Child Care program. (Approximately $6,150,000)	Increase the capacity, education and training for teachers working withschoolagers and to improve their program and classroom quality. Assist programs with acheiving, maintaining and increasing their star rating. . ...*...	Increase the number of programs particpating in the Quality Rating and Improvement System. Increase the number of early childhood teachers and administrators with higher education and training degrees and credentials.

| Quality Funds (not including Targeted Funds)

16,800,768 | These funds will support the operations of the Professional Development Registry in order for teachers and administrators to locate and register for professional development throughout the state. (Approximately $337,500)

These funds will support the regulatory and quality monitoring of early childhood and afterschool programs throughout the state. (Approximately $9,041,000)

These funds will provide child care resource and referral services to families, providers and community stakeholders throughout the state (Approximately $6,625,000).

Provide consumer education materials, coordination support to the child care resource and referral agencies and the processing, tracking and monitoring of Quality Acheivement Awards (OCCRRA) (Approximately $636,200) | Increase the capacity, education and training for teachers working with schoolagers and to improve their program and classroom quality.

Assist programs with achieving, maintaining and increasing their licensing compliance and star ratings.

Increase the ability of families to locate early care and education options and to provide professional development and technical assistance to the early childhood field. | Increase the quality and availability of technical assistance and professional development.

Increase programs' knowledge and understanding of regulatory compliance.

Increase the number of programs particpating in the Quality Rating and Improvement System. |

1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

Note: This question is to obtain information on whether the Lead Agency retains decision making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities

Does the State maintain decisions at the State level, or are funds distributed to locals that have some decisions on how funds are spent.

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☑ No, the Lead Agency will not distribute any quality funds directly to local entities
☐ Yes, all quality funds will be distributed to local entities
☐ Yes, the Lead Agency will distribute a portion of quality funds directly to local entities.
Estimated amount or percentage to be distributed to localities

☐ Other.
Describe:

1.3 CCDF Program Integrity and Accountability

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 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.

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Describe:

Eligibility
Ohio utilizes a state-wide eligibility and authorization system that is designed to manage applicant information, automatically determine eligibility and create authorizations. It is designed with parameters and controls that align with both federal and state requirements for the publicly funded child care program.

Regulations
The Ohio Department of Job and Family Services (ODJFS) has a monitoring team in the Office of Fiscal & Monitoring that conducts at least 300 case reviews a year to review the local agency child care certification functions. The purpose of this review is to determine if statewide policies are being managed and executed appropriately.

The ODJFS Office of Family Assistance has implemented a centralized payment system to track attendance, calculate payments and issue payments to child care providers through electronic funds transfer. This system allows weekly payments and displays the calculation and amount to state, local and provider staff on a secure website.

Ohio is revising regulations so family child care providers will be licensed by the state rather than the current practice which certifies them through the county departments of job and family services (CDJFS). This will allow ODJFS stronger oversight and streamlined policy requirements.
ODJFS will create a unit of five staff to provide training, technical assistance and on-sight monitoring of

regulatory practices related to family child care providers. The CDJFS will inspect and provide recommendations to ODJFS. In January 2014, ODJFS will begin to approve or deny applications and revocations for family child care providers.

ODJFS is also developing an integrated staffing model. Licensing staff will have a caseload of centers to inspect for basic regulatory practices as well as Step Up To Quality (SUTQ) visits and the rating of programs. In addition, this model will be supported by policy that allows a blended visit schedule. For example, one visit may be heavily weighted toward regulatory practices and lightly on SUTQ; the next visit may be heavily weighted on SUTQ quality measures and lightly on basic regulations.

ODJFS is in the process of establishing a revised expectation of programs when found out of compliance. Findings will be measured as serious, moderate or low risk. Clear expectations are being created to define when technical assistance can be provided. With the changes, no written corrective action plan is required; a serious or ongoing compliance issue will still require the submission of a corrective action plan in a format prescribed by the ODJFS. This new policy will require follow up inspections with the program to ensure what they stated in their corrective action plan is in place. If it is not evident, another corrective action plan is required along with another follow up inspection. After two follow up inspections and continued noncompliance, a revocation will be proposed. This reduces the number of corrective action plans staff are reviewing and establishes a clear, equitable process for all programs.

Program Integrity/Payments
In 2012, ODJFS created a program integrity unit that is responsible for the oversight and use of the Ohio Electronic Child Care (ECC). Ohio ECC is an electronic time and attendance system which also calculates provider payments. Ohio ECC creates a multitude of data that the program integrity unit reviews and analyzes for any misuse or improper payments. This unit investigates and prepares reports to summarize findings and recommends the appropriate departmental action. Such action could include: termination of a provider agreement, termination of family child care benefits and identified overpayment collection.

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))

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 related to improper payments.

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Describe:

Ohio is a state-supervised, county-administered state. Ohio Revised Code (ORC) 329.04 specifies that the CDJFS shall have, exercise, and perform any duties assigned by the 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 that include eligibility determination and regulation of family child care providers. 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 for families that disagree with eligibility actions taken by the CDJFS are contained in Chapter 5101:6 of the OAC.

In addition to the promulgation of OAC rules, ODJFS is responsible for fiscal and program monitoring of CDJFS implementation of all publicly funded child care 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 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, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	☑	☑
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	☑	☐
Run system reports that flag errors (include types)	☑	☑
Review of attendance or billing records	☑	☐
Audit provider records	☑	☑
Conduct quality control or quality assurance reviews	☑	☑
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	☑	☑
Conduct supervisory staff reviews	☐	☐
Conduct data mining to identify trends	☑	☑
Train staff on policy and/or audits	☑	☑
Other. Describe	☐	☐
None	☐	☐

For any option the Lead Agency checked in the chart above other than none, please describe:

Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid)
 The Ohio Department of Job and Family Services (ODJFS) is working with our TANF and Food Assistance teams to establish data sharing. In addition, we have been working with CACFP program staff (housed within the Ohio Department of Education) to establish data sharing.

Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS)
ODJFS is working to secure a contract with The Work Number, an employment verification data base. This contract is set to be in place July 1, 2013 for child care, cash and food assistance programs which will assist with data consistency among programs.

Run system reports that flag errors
The Ohio Electronic Child Care (ECC) system generates reports that flag potential risk and improper utilization of publicly funded child care services such as, high number of hours of care for all children, all

attendance tracking is done when the program is closed or when entries are done with back swipes.

Review of attendance or billing records
ODJFS has a program integrity unit with three staff that review Ohio ECC reports of attendance, conduct on-site visits to obtain attendance records or request attendance records via licensing staff. Attendance records are compared to payment information calculated by the Ohio ECC system to determine improper payments.

Audit provider records
ODJFS, through the Office of Fiscal & Monitoring, has recently developed a process of monitoring county department of job and family services (CDJFS) and their management methods related to certification of family child care providers. In 2014, monitoring will be extended to include a percentage of family child care providers from each county.

Conduct quality control or quality assurance reviews
ODJFS is in the process of hiring staff to conduct quality assurance processes to include reviews of both CDJFS and ODJFS staff in their work related to licensing programs and assessing Step Up To Quality (SUTQ) standards. This staff will be in place and begin developing processes and policies in 2014.

Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents
ODJFS has a program integrity unit with three staff that review Ohio ECC reports of attendance, conduct on-site visits to obtain attendance records or request attendance records via licensing staff. Attendance records are compared to payment information that is calculated by the Ohio ECC system to determine improper payments.

Conduct data mining to identify trends
ODJFS is planning to issue a Request for Proposal (RFP) in the summer of 2013. This RFP is seeking companies that can provide data mining tools and techniques to enable ODJFS staff to mine the data and identify trends. It is expected that these tools will be available to staff in 2014.

Train staff on policy and/or audits
ODJFS provides policy training and technical assistance to ODJFS and CDJFS staff, as well as providers and stakeholders. This is done through monthly video conferences, on-site trainings, webinars, global emails and conferences.

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:

N/A

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: $	☐	☐	☐
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe: NA	☑	☑	☑
Recover through repayment plans	☑	☑	☑
Reduce payments in the subsequent months	☑	☑	☑
Recover through State/Territory tax intercepts	☐	☐	☐
Recover through other means. Describe:	☐	☐	☐
Establish a unit to investigate and collect improper payments. Describe composition of unit: A unit has been created that includes 3.5 FTE to identify potential violations of the child care programs that results in improper payments. This team investigates cases through the review of attendance data, interviews and analysis of findings.	☐	☑	☑
Other. Describe:	☐	☐	☐
None	☐	☐	☐

For any option the Lead Agency checked in the chart above other than none, please describe:

County Departmenst of Job and Family Services (CDJFS) have the authority to recover overpayments from providers or caretakers by either collecting the overpayment amount in one lump sum or to enter into a repayment agreement. Either the CDJFS or ODJFS may recover money from providers by offsetting future payments. In addition, if ODJFS attempts to collect payments after a 45-day period with no results, the collections will be turned over to the Attorney General's office to pursue payment. CDJFS' are required by Administrative Code to maintain a fraud plan to investigate and recover identified overpayments. The child care staff may work with ODJFS' Bureau of Program Integrity within the Office of Fiscal & Monitoring, the Attorney General's Office and local law enforcement to investigate and complete an alleged fraud investigation.

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?

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☐ None
☑ Disqualify client.
 If checked, please describe, including a description of the appeal process for clients who are disqualified

Policy language requires that families utilize Ohio Electronic Child Care (ECC) as a condition of their child care benefits. Policy also states that families cannot give or allow their child care provider to use their child care benefit card. If the family does not follow policy, their child care benefits can be terminated. Clients may receive a county conference, state hearing or civil action; the county conference is a local procedure that a CDJFS may or may not allow and is an intermediate step to a "right to a state hearing". A "right to a state hearing" is offered to a caretaker for any negative action to their case. The caretaker has 15 days to make the request to the ODJFS. If they make the request, the negative action would be delayed until the State Hearing process is exhausted. If the State hearing officer upholds the eligibility determiner's decision, the caretaker would be responsible to pay back any cost of a benefit they were not entitled to receive. The caretaker may request an Administrative Appeal to the State Hearing. The Hearing decision will be reviewed by a panel to determine if the decision was not accurate. Also, if the caretaker is found to be misusing the system, their benefit can be terminated for a six month period.

☑ Disqualify provider.
If checked, please describe, including a description of the appeal process for providers who are disqualified

Providers' ability to provide publicly funded child care services is through a provider agreement with the Lead Agency, the Ohio Department of Job and Family Services. The Lead Agency may terminate the provider agreement for misuse or lack of use of the Ohio ECC system. Providers must properly use Ohio ECC by requiring the families they serve to track their child's attendance through the Point of Service

device using their benefit card; providers are not permitted to use a benefit card to record attendance. If a provider does not abide by these policies, the department may terminate their provider agreement; there is no provision for an appeal process for a terminated contract.

☑ 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

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Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
Targeted technical assistance for County Department of Job and Family Services (CDJFS) staff.	Amount authorized based on incorrect family size.	Administered Monthly Video Conferences with county departments.	Ongoing process
Targeted technical assistance and training for CDJFS staff.	Budgeted Improper pay information.	Administered Monthly Video Conferences with county departments.	Ongoing process
The launch of Ohio Electronic Child Care (ECC) should greatly reduce this type of error.	Child care not paid based on contract.	Implemented Ohio's ECC system statewide.	January 2012
The release of auto-allocation of copayments, which will automatically determine and allocate copayments authorizations for the whole family, will decrease this type of error.	Copayment determined incorrectly.	Released auto-allocation of copayments.	November 2012
The automation of eligibility should reduce this type of error.	Excludable income was included.	Automation of eligibility released.	December 2011
The automation of eligibility should reduce this type of error.	Failed to include all known income.	Automation of eligibility released.	December 2011

Ohio now allows for caseload transfers among CDJFS.	Family is not living in county as stated.	Caseload transfers automated.	December 2011
Ohio ECC and the use of benefit cards to accurately record attendance, along with the auto-allocation of co-payments will reduce this error.	Payment Calculated incorrectly.	Automated calculation	January 2012
The automation of eligibility should reduce this type of error.	Failed to use correct conversion factor.	Automation of eligibility released.	December 2011

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
☑ **Representatives of general purpose local government (required)** 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.	The Ohio Department of Job and Family Services (ODJFS) consults with the Ohio Job and Family Services Director's Association (OJFSDA) Child Care Subcommittee. OJFSDA represents the County Department of Job and Family Services (CDJFS). ODJFS staff meet with OJFSDA regularly about the current plan and upcoming goals and plans that will be included in our state plan; feedback from this group is used to shape and fine tune our goals and plans. Several of the CDJFS also have representation on ODJFS' Child Care Advisory Council.
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.	

☑ 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 21st Century Community Learning Centers), or higher education.	ODJFS works closely with the Ohio Department of Education (ODE) to develop common goals within the early learning and development system. Meetings are held on a weekly basis to discuss professional development, funding, regulatory and quality standards and alignment. ODE also has an ex-officio seat on ODJFS' Child Care Advisory Council.
☑ 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	ODJFS works with staff from the Ohio Department of Health (ODH) throughout the year on workgroups to promote safe, healthy and nutritious environments for young children. ODH administers the Part C program in Ohio and has an ex-officio seat on ODJFS' Child Care Advisory Council.
☑ State/Territory agency responsible for licensing (if separate from the Lead Agency)	ODJFS regulates community based child care programs and all family child care homes that are participating in the Publicly Funded Child Care Program. ODE regulates school operated (public and chartered, non-public) programs. ODE and ODJFS are working on the development of a joint, single regulatory Information Technology (IT) system. Weekly meetings occurr to discuss consistency and alignment within our regulatory policies and procedures. ODE also has an ex-officio seat on ODJFS' Child Care Advisory Council.
☑ State/Territory agency with the Head Start Collaboration grant	The Head Start Collaboration Grant is housed within ODE. ODJFS seeks input from the Head Start community throughout the year. The Collaboration Director has an ex-officio seat on ODJFS' Child Care Advisory Council.
☑ Statewide Advisory Council authorized by the Head Start Act	The Early Childhood Advisory Council (ECAC) provides feedback throughout the year regarding the implementation of the Publicly Funded Child Care Program. ODJFS is a member of the ECAC and is asked to provide information on the administration of the Publicly Funded Child Care Program. ODJFS also has representation on each of the four project teams of the ECAC.
☑ Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	ODJFS participates on the leadership council for Ohio Afterschool Network (OAN). OAN provides ODJFS with feedback throughout the year.

☑ State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)		ODE is the lead agencies for CACFP. ODE also has an ex-officio seat on ODJFS' Child Care Advisory Council.
☑ State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant		The Ohio Department of Health (ODH) and the Ohio Department of Mental Health (ODMH) also provide ongoing feedback throughout the year.
☑ State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)		ODH provides feedback throughout the year and has an ex-officio seat on ODJFS' Child Care Advisory Council.
☑ State/Territory agency responsible for child welfare		The Child Care program consults with the Ohio Children's Trust Fund, as well as the Bureau of Protective Services within the Office of Families and Children to promote the prevention of child abuse and neglect. Both entities are housed within ODJFS.
☑ State/Territory liaison for military child care programs or other military child care representatives		Not at this time.
☑ State/Territory agency responsible for employment services/workforce development		The Child Care program consulted with the Bureau of Family Assistance Policy Initiatives, which is housed in the same office within ODJFS.
☑ State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)		The Child Care program consulted with the Bureau of Family Assistance Policy Initiatives, which is housed in the same office within ODJFS.
☑	Indian Tribes/Tribal Organizations ☑ N/A: No such entities exist within the boundaries of the State	No such entities exist within the boundaries of the state.
☑ 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		ODJFS serves on the leadership council for the Ohio Afterschool Network. In addition, the Deputy Director for Child Care is the state lead for the Build Initiative. Build provides technical assistance and support throughout the year on policy goals and development.

☑ Provider groups, associations or labor organizations	AFSCME, Ohio Council 8, provides feedback throughout the year and has dedicated seats on both ODJFS' Child Care Advisory Council and the ECAC.
☑ Parent groups or organizations	The CCAC is required to have parent representatives. The CCAC provides recommendations throughout the year.
☑ Local community organization, and institutions (child care resource and referral, Red Cross)	The Ohio Child Care Resource and Referral Association (OCCRRA) and the local Child Care Resource and Referral Agencies (CCR&R) provide feedback throughout the year and have representation on the CCAC. ODJFS and OCCRRA have weekly meetings to discuss goals and activities regarding the implementation of the TQRIS.
☑ Other	The Child Care Advisory Council provides feedback and advises the department throughout the year regarding the implementation of the Publicly Funded Child Care Program, including the implementation of the TQRIS. The goals of ODJFS are discussed regularly at monthly meetings.

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: 05/24/2013
 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 Child Care website, RSS Feed, and sent out to stakeholders list serves.c) Date(s) of public hearing(s): 06/21/2013
 Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

d) Hearing site(s) 4200 Fifth Avenue, Columbus, Ohio 43219
e) How was the content of the Plan made available to the public in advance of the public hearing(s)? A notice and the draft plan was posted on the Child Care website and an announcement was sent out through a 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 through an electronic survey and child care email address. All comments will be 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.

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The plan was widely distributed prior to the public hearing via the child care website, RSS Feed and various list serves. Stakeholders had the opportunity to submit comments in writing.

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

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))

  Note: Descriptions of how governments are organized for each State are provided at: http://www2.census.gov/govs/cog/all_ind_st_descr.pdf.

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

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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.

☑	Representatives of general purpose local government This may include, but is not limited to: representatives from counties and municipalities, local education representatives, or local public health agencies.	The Ohio Department of Job and Family Services (ODJFS) will coordinate with the Ohio Job and Family Services Director's Association (OJFSDA) Child Care Subcommittee. The OJFSDA 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 implementation at the local level.	ODJFS utilizes this partnership for increased efficiency of the Publicly Funded Child Care program, consistent interpretation of policy and increased compliance in all 88 counties.
☑	State/Territory agency responsible for public education **(required)** 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.	ODJFS will coordinate with the Ohio Department of Education (ODE) on both public preschool and 21st Century programming, professional development and the implementation of Ohio's Race to the Top-Early Learning Challenge Grant (ELCG).	ODE and ODJFS will increase alignment of professional development opportunities and will jointly implement a common regulatory and TQRIS system ; assist local school districts with Family & Community Engagement at the 21st Century Community Learning Centers; provide input into the kindergarten readiness screening expansion; and contribute to the statewide data system integration plan.

☑	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services **(required)**	ODJFS will coordinate with ODE, the Ohio Department of Health (ODH), the Ohio Department of Mental Health (ODMH), the Department of Developmental Disabilities (DODD).	Each of these state agencies will continue to align policies and programs to better serve children under the direction and leadership of the Governor's Office and the Early Education and Development Officer. Additionally, each state agency has an ex-officio seat on ODJFS' Child Care Advisory Council.
☑	State/Territory agency responsible for public health **(required)** This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health	ODJFS will coordinate with 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. ODJFS will coordinate with ODMH for the provision of Mental Health Consultation services to early care and education providers.	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. 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.
☑	State/Territory agency responsible for employment services / workforce development **(required)**	The child care program area will coordinate with the Bureau of Family Assistance Policy Initiatives; both program areas are within the Office of Family Assistance.	The program areas will continue to align policies and will work jointly on policy development and goals for the Office of Family Assistance.

☑	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies**(required)**	The child care program area will coordinate with the Bureau of Family Assistance Policy Initiatives; both program areas are within the Office of Family Assistance.	The program areas will continue to align policies and will work jointly on policy development and goals for the Office of Family Assistance.
☐	Indian Tribes/Tribal Organizations (required) ☑ N/A: No such entities exist within the boundaries of the State		

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

☑	State/Territory agency with the Head Start Collaboration grant	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 the TQRIS.	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.
☑ ☐	State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC) N/A: State/Territory does not participate in RTT-ELC	ODE and ODJFS have been working jointly on the deliverables of the RttT-ELCG, this includes action items, decisions and funding.	All child care programs in Ohio will be held to one standard for QRIS measures and have access to the same supports. All staff will utilize the same data and monitoring system, tools and supports when regulating programs. More programs in Ohio will be of higher quality and more low income children will have access to high quality experiences, regardless of setting type.

☑	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	ODJFS will work with ODE to share information regarding attendance records for children served by providers in both the Publicly Funded Child Care Program and the CACFP.	Increase program integrity and proper use of funding for both programs.
☑	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	ODJFS will coordinate with ODE for children with disabilities (619) and Help Me Grow Council (Part C of IDEA - ODH) Ohio Department of Health. The coordination will address children with special needs that are identified as an infant, toddler or preschooler with a disability under IDEA.	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.
☑	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	ODJFS will coordinate with the Ohio Department of Health (ODH) on the following: Maternal, Infant and Early Childhood Home Visiting grant (MIECHV), particularly to promote and utilize the implementation of developmental screening and assessment tool(s).	ODH and ODJFS will work to create better coordinated services for children and families who use child care and will receive home visiting services.

☑	State/Territory agency responsible for child welfare	ODJFS will coordinate with the Ohio Children's Trust Fund, as well as the Bureau of Protective Services which are in the same department as the child care program.	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.
☐	State/Territory liaison for military child care programs or other military child care representatives		
☑	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	ODJFS will coordinate with the Ohio Afterschool Network (OAN), ODE and other state agencies to align state and federal investments in afterschool program and school-age child care delivery, regulation, quality, and workforce development. An ODJFS staff member serves as the lead for the Build Initiative and supports in Ohio. Child Care will coordinate with the Build Initiative and the Early Childhood Advisory Council (ECAC) to implement a comprehensive well integrated early childhood system.	OAN, ODH and ODJFS will work to create better coordinated funding streams, higher quality programming and professional development opportunities for providers. ODJFS will work with the National Build Initiative and the ECAC to improve the quality and availability of early childhood services for young children.
☑	Local community organizations (child care resource and referral, Red Cross)	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 include: T.E.A.C.H., Step Up To Quality, and the Ohio Professional Development Network. ODJFS will coordinate with OCCRRA and the local CCR&Rs to implement fidelity in technical assistance procedures; develop high quality recruitment and retention strategies for the TQRIS and to coordinate with local early care and education and afterschool 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 level.	Consistent implementation of statewide initiatives across the 12 service delivery areas and local early childhood initiatives.
☑	Provider groups, associations or labor organizations	ODJFS will coordinate with AFSCME, Ohio Council 8, on the collective bargaining agreement for family child care providers.	Increased communication with the home providers licensed by ODJFS as well as the family child care providers certified by the CDJFS, especially regarding the combination of group home and family child care policies and implementation of Step Up To Quality in all family child care settings.

☐	Parent groups or organizations		
☑	Other	ODJFS will coordinate with Child Care Advisory Council (CCAC) composed of 22 members appointed by the director of ODJFS with the approval of the Governor. Members meet monthly and represent child care centers, family child care 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.	Improved policies regarding the availability and accessibility of child care services, streamlined regulatory procedures and funding requirements and improved technology and professional development supports for providers.

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.

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☐ Yes. If yes,

a)
Provide the name of the entity responsible for the coordination plan(s):

b)
Describe the age groups addressed by the plan(s):

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:

☑ 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

Early Childhood Advisory Council (ECAC)
The Ohio Department of Job and Family Services (ODJFS) currently has an appointed member on the ECAC. The Governor's Office leads the ECAC, with support from ODJFS and ODE. The ECAC focuses on children from birth to kindergarten entry and is charged with advising the Governor on ways to improve results for children in Ohio through the creation and coordination of policy and financing strategies. The ECAC serves as the advisory council for MIECHV, SECCS and the ELCG. The ECAC has developed four project teams (Quality, Accessing and Financing, Professional Development, Standards and Assessment and Family Engagement) to develop specific recommendations on how to improve the early childhood delivery system. ODJFS has representation on each of the project teams.

☐ 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:

☑ No

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 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-2011-01) located on the Office of Child Care website at: http://www.acf.hhs.gov/programs/occ/resource/im-2011-01

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:

The Ohio Department of Job and Family Services is working to develop an emergency preparedness response plan in conjunction with other state agencies and emergency response groups. Child care policies are being developed to promote the development of emergency plans by providers and will be effective January 2015.

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

☐ Restoring or rebuilding child care facilities and infrastructure after a disaster

☐ None

PART 2
CCDF SUBSIDY PROGRAM ADMINISTRATION

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.

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☑ Eligibility rules and policies (e.g., income limits) are set by the:
   ☑ State/Territory
   ☐ Local entity.
If checked, identify the type of policies the local entity(ies) can set

   ☐ Other.
Describe:

☑ Sliding fee scale is set by the:
   ☑ State/Territory
   ☐ Local entity.
If checked, identify the type of policies the local entity(ies) can set

   ☐ Other.
Describe:

☑ Payment rates are set by the:
   ☑ State/Territory
   ☐ Local entity.
If checked, identify the type of policies the local entity(ies) can set

☐ 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
Who determines eligibility?
Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

Agency (Check all that apply)

☐ CCDF Lead Agency

☐ TANF agency

☐ Other State/Territory agency.

Describe:

☑ Local government agencies such as county welfare or social services departments

☐ Child care resource and referral agencies

☐ Community-based organizations

☐ Other.

Describe:

Who assists parents in locating child care (consumer education)?

Agency (Check all that apply)

☐ CCDF Lead Agency

☐ TANF agency

☐ Other State/Territory agency.

Describe:

☑ Local government agencies such as county welfare or social services departments

☑ Child care resource and referral agencies

☐ Community-based organizations

☑ Other.

Describe:
The lead agency utilizes a website to assist the families and partners with locating regulated care: http://www.odjfs.state.oh.us/cdc/query.asp

Who issues payments?

Agency (Check all that apply)

☑ CCDF Lead Agency

☐ TANF agency

☐ Other State/Territory agency.

Describe:

☐ Local government agencies such as county welfare or social services departments

☐ Child care resource and referral agencies

☐ Community-based organizations

☐ Other.

Describe:

Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)

Payments are made electronically to child care providers.

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
☑ 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:

County Departments of Job and Family Services.

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

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☑ In person interview or orientation
☑ By mail
☑ By Phone/Fax
☑ Through the Internet

(provide website): http://jfs.ohio.gov/cdc/families.stm

☐ By Email
☐ Through a State/Territory Agency
☐ Through an organization contracted by the State/Territory
☐ 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 in their communities.

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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.

The Ohio Department of Job and Family Services (ODJFS) website, County Department of Job and Family Services, Resource and Referral agencies, and community organizations provide information on publicly funded child care and participating providers. The ODJFS website also provides access to information on the publicly funded child care program, licensing reports and Step Up To Quality data on star ratings.

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.

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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.

Ohio offers payment rate increases to those programs who are participating in Step Up To Quality (Ohio's tiered quality rating initiative) or are accredited. In addition, an annual quality achievement award is issued to programs in order to assist with maintaining and moving up the quality continuum. The Ohio Department of Job and Family Services also provides technical assistance and supports to programs wishing to obtain, retain and increase their star rating.

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

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☑ Provide access to program office/workers such as by:
☑ Providing extended office hours
☑ Accepting applications at multiple office locations
☐ Providing a toll-free number for clients
☐ Email/online communication
☐ Other.
Describe:

☑ Using a simplified eligibility determination process such as:

☐ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)

☑ 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:

 (Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).

☐ 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:

☑ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

☐ Synchronize review date across programs
List programs:

☑ Longer eligibility re-determination periods (e.g., 1 year).
Describe:

 NA

☑ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs.
Describe:

NA

☐ Extend periods of eligibility for school-age children under age 13 to cover the school year.
Describe:

☐ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment
☐ Individualized case management to help families find and keep stable child care arrangements.
Describe:

☐ 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:

Allow families that have lost eligibility due to activity (work or school) ending to re-enter under the higher income guidelines (200% FPL) if they do so within 60 days.

☐ None

2.2.7. How will the Lead Agency provide outreach and 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 (application document, brochures, provider notices)
☑ 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
☐ Outreach Worker
☐ Other.
Describe:

☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered :

Currently printed materials are available in Spanish and Somali. In addition, translators are available for a large number of languages.

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.

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☑ 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
☐ Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
☐ Other.

☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered:

Spanish and Somali.

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://jfs.ohio.gov/cdc/docs/JFS01138_application_for_childcare_2011.pdf

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
☑ Applicant identity	Documented in the child care information data system.
☑ Household composition	Documented in the child care information data system.
☑ Applicant's relationship to the child	Documented in the child care information data system.
☑ Child's information for determining eligibility (e.g., identity, age, etc.)	Documented in the child care information data system.
☑ Work, Job Training or Educational Program	Documented in the child care information data system. County verifies the information using paycheck stubs, statements from employers and school schedules.
☑ Income	Documented in the child care information data system. County verifies the information using paycheck stubs, statements from employers and statements from the applicant.
☐ 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?

☑ Time limit for making eligibility determinations.

Describe length of time 30 days from receipt of a completed application.

☑ Track and monitor the eligibility determination process
☐ Other.
Describe

☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.2.1 through 2.2.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

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☑ Yes.
If yes, describe:

A TANF Self-Sufficiency Plan can be used as verification for work, job training or educational program.

☐ 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 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.

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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": the availability of a licensed or certified child care provider
   • "reasonable distance": defined by each individual county department of job and family services (CDJFS) and is based on availability of transportation
   • "unsuitability of informal child care": This is a decision made by the CDJFS, and is based on information it receives from the Public Children's Services Agency (PCSA) and is determined as relevant to share with the CDJFS in order to protect children pursuant to rule 5101:2-34-38 of the Administrative Code. This rule sets forth the policy regarding the sharing of information between the PCSA and the

CDJFS agency related to child abuse and neglect.

• "affordable child care arrangements": All Ohio Works First participants, participants in Ohio's TANF cash assistance program are guaranteed eligibility for child care subsidy with copayments 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.
Describe:

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 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?

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residing with -

"Residing with" means: one or more caretaker(s) and all minor children who reside with the caretaker(s) in the same household. Child care can be authorized for the days in which the child resides with the caretaker(s).

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 (may not equal or exceed 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 years (may not equal or exceed age 19).
Provide the Lead Agency definition of *physical or mental incapacity* -

"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.

☐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   (may not equal or exceed age 19).
☑No.

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

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-

working– (1) To permit the caretaker to participate in paid employment on a full-time or a part-time basis. 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. Child care 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 on a case by case basis, not to exceed eight hours, for a caretaker who is employed during the night.

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.

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 -

attending job training or educational program–

O) 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.

(P) 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.

(Q) 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.

(R) A caretaker who has completed one hundred forty-four undergraduate semester hours or two hundred sixteen undergraduate quarter hours, or the combined equivalent hours, shall not be eligible for child care benefits for post-secondary education.

(S) 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 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.

(T) 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

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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

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 copayment waived. One of the following requirements shall be met for protective child care:

(1) A case plan, 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.

(2) A caretaker and child either temporarily reside in a facility providing emergency shelter for homeless families or are determined by the CDJFS to be homeless, and are otherwise ineligible for publicly funded child care. Homeless protective child care is limited to ninety calendar days in a twelve month period, or the period of time that the caretaker and child reside in an emergency shelter, or the period of time when the caretaker and child are homeless, whichever period is shortest.

☐ 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

<div align="right">Effective Date: 01-OCT-13</div>

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 -

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 earnings include payments received before taxes and other deductions by an individual for services performed as an employee, or by an individual who is self-employed.

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

☑ Adoption subsidies
☑ Foster care payments
☑ Alimony received or paid
☐ Child support received
☑ Child support paid
☑ Federal nutrition programs
☑ Federal tax credits
☐ 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:

Non-recurring lump sum payments

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

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 5101:4-4-13of the Administrative Code, unless the income is included under the provisions of this rule.

☐ 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
☑ Unrelated members of household
☑ All members of household except for parents/legal guardians
☐ Other.
Describe:

☐ None

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.

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 2013 poverty guidelines are available at http://aspe.hhs.gov/poverty/13poverty.shtml.

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	0	0	0	0
2	4345	3693	1616	37
3	4777	4060	2035	43

4	6064	5154	2454	40
5	5762	4897	2873	50

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 below:**

Note: This information can be included in the table below.

Families must be at or below 125 Federal Poverty Level (FPL) for initial eligibility, but may remain eligible up to 200% FPL.

The chart above should also include the following $/Month and % of SMI for the Income Level if lower than 85% SMI:
1. NA
2. 2586 60%
3. 3325 68%
4. 3926 65%
5. 4596 80%

☐No.

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				
2				
3				
4				
5				

f) SMI Year   2011   and SMI Source US Census Bureau

g) These eligibility limits in column (c) became or will become effective on:
June 23, 2013

2.3.6. Eligibility Re-determination

Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care
http://www.acf.hhs.gov/programs/occ/resource/im2011-06

☑Yes
☐No. If no, what is the re-determination period in place for most families?

☐6 months
☐24 months
☐Other.
Describe:

☐Length of eligibility varies by county or other jurisdiction.
Describe:

b) Does the Lead Agency coordinate or align re-determination periods with other programs?

☐Yes. If yes, **check programs that the Lead Agency aligns eligibility periods with and describe the redetermination period for each.**

☐ Head Start and/or Early Head Start Programs.
Re-determination period:

☐ Pre-kindergarten programs.
Re-determination period:

☐ TANF.
Re-determination period:

☐ SNAP.
Re-determination period:

☐ Medicaid.
Re-determination period:

SCHIP.
☐ SCHIP.
Re-determination period:

☐ Other.
Describe:

☑ No.

c) Describe under what circumstances, if any, a family's eligibility would be reviewed prior to redetermination. For example, regularly scheduled interim assessments, or a requirement for families to report changes.

Families are required to report all changes that may impact eligibility within 10 days.

d) Describe any action(s) the State/Territory would take in response to any   change in a family's eligibility circumstances prior to re-determination

If the family is found no longer be eligible, the county department of job and family services (CDJFS) will propose termination of the family's child care benefits and give the family a15 day notice prior to termination.

e) Describe how these policies are implemented in a family-friendly manner that promotes access and continuity of care for children. (See Information Memorandum on Continuity of Care for examples http://www.acf.hhs.gov/programs/occ/resource/im2011-06).

Ohio has an eligibility period of 12 months. It is anticipated that in 2014 and 2015 the application will be simplified and combined with other ODJFS programs (TANF, Food Assistance).

Ohio has initial eligibility limits of 125% of the federal poverty level (FPL). Out take limits are 200% FPL.

If a family reports timely, they may continue using child care services until the 15 day time frame has passed. If a family does not report timely, when benefits are terminated, the overpayment assessed will be effective back to the date of ineligibility.

If a family reports a change in income but with this change they remain eligible, the copayment will not increase within their 12 month eligibility period. If the change supports a decrease in copayment, that decrease will be effective immediately.

When a family's qualifying activity (work, training or school) ends, but has a new activity with a verified start date within 30 days of the first activity's end date, their child care eligibility continues without interruption or the requirement to reapply.

Families with children enrolled in Head Start and publicly funded Child care who lose their publicly funded child care eligibility, will have eligibility for the child enrolled in Head Start continue through the Head Start program year.

Families that have a qualifying activity end will lose publicly funded child care eligibility. If the parent has

f) Does the Lead Agency use a simplified process at re-determination?

☐ Yes.
If yes, describe:

☑ No.

2.3.7. Waiting Lists

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

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☑ 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:

☐ Waiting lists are a county/local decision.
Describe:

☐ Other.

Describe:

2.3.8. Appeal Process for Eligibility Determinations

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Describe the process for families to appeal eligibility determinations:

Families found to be ineligible are able to appeal to State Hearings pursuant to 5101:6 of the Ohio Administrative Code.

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. Will the attached sliding fee scale be used in all parts of the State/Territory?

<div align="right">Effective Date: 01-OCT-13</div>

☑Yes.
Effective Date: 6/23/2013
☐No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b,** etc.

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

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☐State Median Income,
Year:
☑Federal Poverty Level,
Year: 2013

☐ Income source and year varies by geographic region.
Describe income source and year:

☐ Other.
Describe income source and year:

2.4.3. 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))

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☐ Fee as dollar amount and

☐ Fee is per child with the same fee for each child
☐ Fee is per child and discounted fee for two or more children
☐ Fee is per child up to a maximum per family
☐ No additional fee charged after certain number of children
☐ Fee is per family

☑ Fee as percent of income and

☐ Fee is per child with the same percentage applied for each child
☐ Fee is per child and discounted percentage applied for two or more children
☐ No additional percentage applied charged after certain number of children
☑ Fee per family
☐ Contribution schedule varies by geographic area.
Describe:

☐ Other.
Describe:

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

2.4.4. 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.

2.4.5. 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:

Those at or below 10% of the Federal Proverty Level are assigned a family copayment of $0.

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-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.*

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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 with special needs

Provide the Lead Agency definition of *Children with Special Needs:*

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. | ☐ Priority over other CCDF-eligible families
☑ Same priority as other CCDF-eligible families
☐ Guaranteed subsidy eligibility
☐ Other.

    Describe: | ☐ Yes.

    The time limit is:

    [ ]

☑ No | ☐ Different eligibility thresholds.

Describe:
[ ]

☑ Higher rates for providers caring for children with special needs requiring additional care
☐ Prioritizes quality funds for providers serving these children
☐ Other.

    Describe: |

Children in families with very low incomes
 	
Provide the Lead Agency definition of *Children in Families with Very Low Incomes:*
Below 100% the Federal Poverty Level (FPL).
	☐ Priority over other CCDF-eligible families
	☑ Same priority as other CCDF-eligible families
	☐ Guaranteed subsidy eligibility
	☐ Other.
	
	    Describe:
		☐ Yes.
		    The time limit is:
		
		☑ No
			☐ Different eligibility thresholds.
			    Describe:
			
			☐ Waiving co-payments for families with incomes at or below the Federal Poverty Level
			☑ Other.
			
			    Describe:
			Families at or below 10% FPL have an assigned copayment of $0.

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.

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☐ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
☑ 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.
Describe:

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.

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Term(s) - Definition(s)

Describe:

NA

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

Effective Date: 01-OCT-13

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:

The family may be found eligible for child care (and notified of the eligibility) but, care is not authorized to a provider until the family has notified the county department of job and family services of the selected provider.

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

☐ 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:

Category of authorization.

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

100%

2.6.2. Child Care Services Available through Grants or Contracts

Effective Date: 01-OCT-13

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 <u>grants or contracts</u>:

☑ No. If no, skip to 2.6.3

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.
☐ 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?

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

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.

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- ☑ 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?

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- ☐ 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:

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)

Effective Date: 01-OCT-13

County departments of job and family services (CDJFS) must keep records of complaints investigated against certified Type B Child Care Home Providers (including in-home aides) and must make the results available upon request by the public. ODJFS maintains records of complaints investigated against licensed Type A Child Care Home providers and centers, and also makes the results available upon request by the public. Substantiated complaint reports are also available on ODJFS's website: http://jfs.ohio.gov/cdc/childcare.stm.

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. Attach a copy of your payment rates as Attachment 2.7.1. Will the attached payment rates be used in all parts of the State/Territory?

Effective Date: 01-OCT-13

☑ Yes. Effective Date: 7.1.2009

☐ No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.1a, 2.7.1b, etc.** , etc.

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

Effective Date: 01-OCT-13

☑ Policy on length of time for making payments.

Describe length of time: Three weeks from the week the services are provided to allow for a back swipe period for ease of use and quality assurance to families and providers. Payments are made on a weekly basis.

☐ Track and monitor the payment process

☐ Other.

Describe:

☐ None

2.7.3. 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/occ/resource/pi-2009-02 for more information on the MRS deadline).

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 02/2013

b) Provide a **summary of the results** of the survey.

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.

The Market Rate Survey was conducted in the fall of 2012 and finalized in February 2013.

Ohio administers the market rate survey through The Ohio State University Statistical Consulting Services Department. Each licensed, certified and registered provider is asked to participate in an on-line survey (or alternative method) to report their rates and other information. The response rate for licensed providers was 41.94%; the response rate for certified providers was 21.52%; the overall response rate of all providers was 28.92%. It is determined that the response rate was high enough to provide a statistically supported analysis. The analysis of the survey resulted in four unique rate structures that all of Ohio's 88 counties were assigned to. Previous administered market rate survey (2006, 2008, 2010) determined there were six unique rate structures. The analysis showed an increase of the cost of child care in Ohio.

2.7.4. Describe the payment rate ceilings in relation to the current MRS using the tables below.

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2.7.4a - Highest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	$1092.03	$845.12	16th
Full-Time Licensed Center Preschool (59 months)	$823.24	$632.40	16th
Full-Time Licensed Center School-Age (84 months)	$616.49	$333.85	16th

2.7.4b - Lowest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	$628.79	$492.26	16th
Full-Time Licensed Center Preschool (59 months)	$529.67	$458.78	16th
Full-Time Licensed Center School-Age (84 months)	$530.53	$254.30	16th

2.7.4c - Highest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	$748.28	$453.95	16th
Full-Time Licensed FCC Preschool (59 months)	$708.51	$473.17	16th
Full-Time Licensed FCC School-Age (84 months)	$573.23	$400.59	16th

2.7.4d - Lowest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	$590.39	$497.55	16th
Full-Time Licensed FCC Preschool (59 months)	$570.87	$439.07	16th
Full-Time Licensed FCC School-Age (84 months)	$544.68	$344.30	16th

2.7.5. How are payment rate ceilings for license-exempt providers set?

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a) Describe how license-exempt center payment rates are set:

The Ohio Department of Job and Family Services (ODJFS) only pays licensed centers. There are no established rates for licensed exempt centers.

b) Describe how license-exempt family child care home payment rates are set:

ODJFS uses the Market Rate Survey results to establish a ceiling on payment rates and for our family child care providers that are license-exempt but regulated or certified. There are several types of certified family child care providers; each are paid at a different rate.

Professional Type B – up to 100% of the established ceiling.
Limited Type B-up to 75% of the ceiling.
Parent/Provider Inspected Type B – up to 60% of the ceiling.

c) Describe how license-exempt group family child care home payment rates are set:

ODJFS only pays licensed group family child care homes. There are no established rates for licensed exempt group family child care homes.

d) Describe how in-home care payment rates are set:

In-home aides are paid minimum wage but not more than eight dollars per hour, for services provided to the entire group of children. Hours of service exceeding 40 hours per week will be paid at 1 and ½ times the rate paid for hours 1-40.

2.7.6. 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. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

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☑ Differential rate for nontraditional hours.
Describe:

"Non-traditional hours" are defined as care provided between 7pm and 6am Monday-Friday and weekends. Providers are given a five percent increase to their weekly payment rate for each child cared for during non-traditional hours.

☑ 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. Providers are given a five percent increase to their weekly payment rate for each child cared for during non-traditional hours. In addition, providers can request up to 50% more in their weekly payment if a child has special needs that require additional or intense care. The department reviews these requests and approves on a limited basis.

☐ 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 25% more for providers who participate in Ohio's Step Up To Quality rating system.

☑ Other differential rate.
Describe:

Additional payment of up to five percent for providers who are accredited by an Ohio Department of Job and Family Services-approved accrediting body.

☐ None.

Reminder - 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. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples http://www.acf.hhs.gov/programs/occ/resource/im2011-06), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

2.7.7. What policies does the Lead Agency have regarding any additional fees that providers may charge CCDF parents? The Lead Agency...

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☐ Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate
☐ Pays for provider fees (e.g., registration, meals, supplies).
Describe:

☐ Policies vary across region, counties and or geographic areas.
Describe:

☑ Other.
Describe:

A provider may charge families a fee, that is not included in the provider's reimbursement from the State, and may also charge for absent days in excess of what the department offers to pay.

2.7.8 What specific policies and practices does the Lead Agency have regarding the following:

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a) Number of absent days allowed. Describe

A provider can bill for up to ten absent days per six months (January 1-June 30 and July 1-December 31) for each child authorized to their care. The absent days are to be billed when a child is absent but care would have been provided had the child attended. Absent days are to be billed regardless of the effect on payment.

b) Paying based on enrollment. Describe

Children are authorized based on the parental needs to support their work or school activity.
Authorizations are:
Hourly-up to 6.9 hours per week
Part time-7 to 24.9 hours per week
Full time-25-59.9 hours per week
Greater than full time-over 60 hours.
Providers are paid according to the category of care (hourly, part time, full time or greater than full time).

c) Paying on the same schedule that providers charge private pay families (e.g., hourly, weekly, monthly). Describe

Providers are paid according to defined categories of care. Children are authorized based on the parental needs to support their work or school activity. Authorizations are:
Hourly-up to 6.9 hours per week
Part time-7 to 24.9 hours per week
Full time-25-59.9 hours per week
Greater than full time-over 60 hours
Providers are paid according to the category of care (hourly, part time, full time or greater than full time).

d) Using electronic tools(automated billing, direct deposit, EBT cards, etc.) to make provider payments. Describe

The Ohio Department of Job and Family Services (ODJFS) has an automated time and attendance system that also calculates payments, Ohio Electronic Child Care (ECC). The calculated payment is transmitted to the department's child care information data system which then issues payments to providers via electronic funds transfer into their bank accounts. Weekly payments are made three weeks

after the service week. This allows providers and families a three week period to back swipe for days when the card was not present or utilized.

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))

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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)):

Caretaker's who are determined eligible may choose any eligible provider. An eligible provider is a licensed child care center, licensed Type A child care home, certified Type B child care home, certified In-home Aide, licensed school child care center, licensed preschool program, licensed school child program, an approved day camp, or a camp accredited by the American Camping Association. Any of these entities who have entered into a Provider Agreement with the department may provide Publicly Funded Child Care services.

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)):

Equal access has been assured in Ohio is 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 2012, 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.

Four market categories were established. Market rates have been established at the twenty sixth (26th) percentile statewide of the 2008 MRS for all provider types and age groups. (Note: this is roughly the equivalent of the 16th percentile of the 2012 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 8.75 percent of a family's gross monthly income. Ohio Revised Code specifies that no copayments can exceed ten percent of the family's income.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access, including how the quality of child care providers is taken into account when setting rates and whether any other methodologies (e.g., cost estimation models) are used in setting payment rates

The State of Ohio does not utilize any statewide waiting lists for publicly funded child care services.

2.8 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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).

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

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Goal #1:
ODJFS will create a database/data mart to store all relevant child care program data. Tools will also be developed to easily mine this data, create reports and tables. This data will be used to analyze utilization of publicly funded child care, regulatory and QRIS activities, trending and projecting.

Goal #2:
ODJFS will develop an Emergency Preparedness and Response Plan and policies to support the implementation.

Goal #3:
ODJFS will streamline eligibility policies and applications, including re-determination, and align with other programs (TANF, Food Assistance, etc.).

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. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. 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. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

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.

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 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 as defined by the State/Territory. 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)) (658E(c)(2)(F), §98.41).

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

☑ Yes.

☐ No.

Please identify the State or local (if applicable) 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.

Ohio's Child Care licensing regulations for centers and group home child care programs serve as the CCDF health and safety requirements.

c) Do the State/Territory's licensing requirements serve as the CCDF health and safety requirements?

	Center-Based Child Care	Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	Family Child Care	In-Home Care ☐ N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	☑	☑	☐	☐
Yes, for some providers in this category	Describe NA	Describe NA	Describe	Describe

No	☐	☐	☐	☐
Other	Describe	Describe	Describe Family child care providers are certified, not licensed. The health and safety requirements are similar to the CCDF requirements. Revisions are currently underway to transition to licensing in January 2014.	Describe In-Home care providers are certified not licensed. The health and safety requirements are similar to the CCDF requirements.

d) 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. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.**

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	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.	Describe which types of center-based settings are subject to licensing in your State/Territory Any child care center serving seven or more children and which is licensed by The Ohio Department of Job and Family Services (ODJFS).	Describe which types of center-based settings are exempt from licensing in your State/Territory. 1) A program of child care that operates for two or less consecutive weeks; (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; (3) Religious activities which do not provide child care; (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; (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;
			(6)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. Notwithstanding any exemption from regulation under this chapter, each state department shall submit to the director of job and family services a copy of the rules that govern programs that provide child care and are regulated or operated and regulated by the department. Annually, each state department shall submit to the director a report for each such program it regulates or operates and regulates that includes the following information:
			(i) The site location of the program;
			(ii) The maximum number of infants, toddlers, preschool-age children, or school-age children served by the program at one time;
			(iii) The number of adults providing child care for the number of infants,

			toddlers, preschool-age children, or school-age children; (iv) Any changes in the rules made subsequent to the time when the rules were initially submitted to the director. The director shall maintain a record of the child care information submitted by other state departments and shall provide this information upon request to the general assembly or the public. (b) 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-age children only shall be exempt from meeting or exceeding rules promulgated pursuant to this chapter. (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 3301.52to 3301.59of the Revised Code. (8) Any program providing child care that meets all of the following requirements 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: (a) The nonpublic school has given the notice to the state board and the director of job and family

			services required by Section 4 of Substitute House Bill No. 253 of the 117th general assembly;
			(b) The nonpublic school continues to be chartered by the state board for kindergarten, or receives and continues to hold a charter from the state board for kindergarten through grade five;
			(c) The program is conducted in a school building;
			(d) The program is operated in accordance with rules promulgated by the state board under sections 3301.52to 3301.57of the Revised Code.
			(9) A youth development program operated outside of school hours by a community-based center to which all of the following apply:
			(a) The children enrolled in the program are under nineteen years of age and enrolled in or eligible to be enrolled in a grade of kindergarten or above.
			(b) The program provides informal child care and at least two of the following supervised activities: educational, recreational, culturally enriching, social, and personal development activities.
			(c) The program is eligible for participation in the child and adult care food program as an outside-school-hours care center pursuant to standards established under section 3313.813of the Revised Code.

			(d) The community-based center operating the program is exempt from federal income taxation pursuant to 26 U.S.C. 501(a) and (c)(3). For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs.

Group Home Child Care	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.	Describe which types of group homes settings are subject to licensing	Describe which types of group homes are exempt from licensing:
N/A. Check if your State/Territory does not have group home child care. ☐		Any group home serving seven or more children. Ohio refers to group homes as Type A Homes, which are licensed by ODJFS.	1) A program of child care that operates for two or less consecutive weeks; (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; (3) Religious activities which do not provide child care; (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; (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;

(6)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. Notwithstanding any exemption from regulation under this chapter, each state department shall submit to the director of job and family services a copy of the rules that govern programs that provide child care and are regulated or operated and regulated by the department. Annually, each state department shall submit to the director a report for each such program it regulates or operates and regulates that includes the following information:

(i) The site location of the program;
(ii) The maximum number of infants, toddlers, preschool-age children, or school-age children served by the program at one time;
(iii) The number of adults providing child care for the number of infants, toddlers, preschool-age children, or school-age |

children;
(iv) Any changes in the rules made subsequent to the time when the rules were initially submitted to the director. The director shall maintain a record of the child care information submitted by other state departments and shall provide this information upon request to the general assembly or the public.
(b) 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-age children only shall be exempt from meeting or exceeding rules promulgated pursuant to this chapter.

(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 3301.52to 3301.59of the Revised Code.

(8) Any program providing child care that meets all of the following requirements 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:
(a) The nonpublic school has given the notice to the state board and the director of job and family

			services required by Section 4 of Substitute House Bill No. 253 of the 117th general assembly; (b) The nonpublic school continues to be chartered by the state board for kindergarten, or receives and continues to hold a charter from the state board for kindergarten through grade five; (c) The program is conducted in a school building; (d) The program is operated in accordance with rules promulgated by the state board under sections 3301.52to 3301.57of the Revised Code. (9) A youth development program operated outside of school hours by a community-based center to which all of the following apply: (a) The children enrolled in the program are under nineteen years of age and enrolled in or eligible to be enrolled in a grade of kindergarten or above. (b) The program provides informal child care and at least two of the following supervised activities: educational, recreational, culturally enriching, social, and personal development activities. (c) The program is eligible for participation in the child and adult care food program as an outside-school-hours care center pursuant to standards established under section 3313.813of the Revised

			Code. (d) The community-based center operating the program is exempt from federal income taxation pursuant to 26 U.S.C. 501(a) and (c)(3).
Family Child Care	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 respond 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.	Describe which types of family child care home providers are subject to licensing None at this time. Effective January 1, 2014, the department will convert all currently certified family child care providers to be a licensed provider, this license is issued by the department. CDJFS' will still have regulatory responsibilities but will then recommend licensure or revocation to the department. The department will issue all approvals, denials and revocations. In January 2015, all group homes and family child care homes will have one set of regulations and all will be licensed by the department	Describe which types of family child care home providers are exempt from licensing: Those serving fewer than seven children and not providing publicly funded child care services.
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. **Reminder** - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	☑ N/A. Check if in-home care is not subject to licensing in your State/Territory. Describe which in-home providers are subject to licensing	Describe which types of in-home child care providers are exempt from licensing Those serving fewer than seven children and not providing publicly funded child care services.

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/CFOC3 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:**
☐

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

*American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011) *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs. 3rd Edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available online: http://nrckids.org/CFOC3

	For each indicator, check all requirements for licensing that apply, if any.			
Indicator	**Center-Based Child Care**	**Group Home Child Care**	**Family Child Care**	**In-Home Care**
		☐ N/A. Check if your State/Territory does not have group home child care.		☑ N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)

Do the licensing requirements include **child:staff ratios and group sizes?** If yes, provide the ratio for age specified.	☑ Yes, Child:staff ratio requirement:	☑ Yes, Child:staff ratio requirement:	☑ Yes, Child: staff ratio requirement.	☐ Yes, Child: staff ratio requirement.
	Infant ratio (11 months): 1 to 5 or 2 to 12 in same room Infants (12 months and under 18 months) : 1 to 6	Infant ratio (11 months): 1 to 5 or 2 to 12 in same room Infants (12 months and under 18 months) : 1 to 6	List ratio requirement by age group: No more than six children, with no more than three children under the age of two years.	List ratio requirement by age group:
	Toddler ratio (35 months): Toddlers (18 months and under 2 1/2 years): 1 to 7	Toddler ratio (35 months): Toddlers (18 months and under 2 1/2 years): 1 to 7	☐ No ratio requirements.	☐ No ratio requirements.
	Preschool ratio (59 months): Preschool - three years: 1 to 12	Preschool ratio (59 months): Preschool - three years: 1 to 12	☑ Yes, Group size requirement.	☐ Yes, Group size requirement.
	☐ No ratio requirements.	☐ No ratio requirements.	List ratio requirement by age group: No more than six children, with no more than three children under the age of two years.	List ratio requirement by age group:
	☑ Yes, Group size requirement Infant group size (11 months): 1 to 5 or 2 to 12 in same room Infants (12 months and under 18 months) : 1 to 6	☑ Yes, Group size requirement Infant group size (11 months): 1 to 5 or 2 to 12 in same room Infants (12 months and under 18 months) : 1 to 6	☐ No group size requirements.	☐ No group size requirements.
	Toddler group size (35 months): Toddlers (18 months and under 2 1/2 years): 1 to 7	Toddler group size (35 months): Toddlers (18 months and under 2 1/2 years): 1 to 7		

	Preschool group size (59 months): 1: 14 or 2:28 group size ☐ No group size requirements.	Preschool group size (59 months): 1: 14 or 2:28 group size ☐ No group size requirements.		
Do the licensing requirements identify specific experience and educational **credentials for child care directors?**	☑ High school/GED	☑ High school/GED	☑ High school/GED	☐ High school/GED
	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)
	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential
	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree
	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree
	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing
	☑ Other: and two years experience in a licensed child care facility or two years of college including four courses in child development or related field.	☑ Other: 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.	☐ Other:	☐ Other:

Do the licensing requirements identify specific educational **credentials for child care teachers?**	☑ High school/GED	☑ High school/GED	☑ High school/GED	☐ High school/GED
	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)
	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential
	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree
	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree
	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing
	☐ Other:	☐ Other:	☐ Other:	☐ Other:

Do the licensing requirements specify that directors and caregivers must attain a specific number of **training hours per year?**				
	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year
	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year
	☐ No training requirement	☐ No training requirement	☐ No training requirement	☐ No training requirement
	☑ Other:	☑ Other:	☑ Other:	☐ Other:
	Unless the 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 they have completed a total of 45 clock hours. The 45 clock hours of training shall include trainings in child development, health and safety, child abuse recognition/prevention, first aid, and management of communicable disease.	Unless the 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 they have completed a total of 45 clock hours. The 45 clock hours of training shall include trainings in child development, health and safety, child abuse recognition/prevention, first aid, and management of communicable disease.	Family child care providers shall complete six hours of training each year.	

f) Do you expect the licensing requirements for child care providers to change in FY2014-2015?

☑ Yes.
Describe:

Ohio is in the process of changing all licensing rules; the primary goal is simplification and streamlining. In addition, effective January 2014, Ohio will begin licensing family child care home providers (Type B child care providers). In January 2015, Ohio will combine the licensing regulations for the family child care home providers (Type B) and the group home child care providers (Type A) into one comprehensive set of regulations for family child care.

☐ No.

3.1.2 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 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 3.1.2a through 3.1.2e 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
☑ Center-Based Child Care	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe:	☑ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe:
☑ Group Home Child Care ☐ N/A. Check if your State/Territory does not have group home child care.	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe:	☑ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe:
☐ Family Child Care Home	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe:	☐ Once a Year ☐ More than Once a Year ☐ Once Every Two Years ☐ Other. Describe:

☐ In-Home Child Care	☐ Once a Year	☐ Once a Year
☑ N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	☐ More than Once a Year	☐ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☐ Other.	☐ Other.
	Describe:	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.

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.	☑ Yes.
	Describe: All new program owners are required to participate in a pre-licensing orientation and comply with a pre-licensing inspection conducted by the Ohio Department of Job and Family Services (ODJFS).
	☐ No.
	☐ Other.
	Describe:

The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.	☐ An on-site inspection is conducted.
	☐ Programs self-certify.
	Describe:
	☐ No procedures in place.
	☐ Other.
	Describe:
Licensing staff has procedures in place to address violations found in an inspection.	☑ Providers are required to submit plans to correct violations cited during inspections.
	☐ Licensing staff approve the plans of correction submitted by providers.
	☐ Licensing staff verify correction of violation.
	☑ Licensing staff provide technical assistance regarding how to comply with a regulation.
	☐ No procedures in place.
	☐ Other.
	Describe:

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	☐ Provisional or probationary license
	☑ License revocation or non-renewal
	☐ Injunctions through court
	☐ Emergency or immediate closure not through court action
	☐ Fines for regulatory violations
	☐ No procedures in place.
	☐ Other.
	Describe:
The State/Territory has procedures in place to respond to illegally operating child care facilities.	☑ Cease and desist action
	☑ Injunction
	☐ Emergency or immediate closure not through court action
	☐ Fines
	☐ No procedures in place.
	☐ Other.
	Describe:

The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	☑ Yes.
	Describe: All new program owners are required to participate in a pre-licensing orientation and comply with a pre-licensing inspection conducted by ODJFS. Providers are required to submit plans to correct violations cited during inspections.
	☐ No.
	☐ Other.
	Describe:

c) 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
☐ No.

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?

Center-Based Child Care			
☑ **Center-Based Child Care**	☐ Child Abuse Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: NA	☐ Director ☐ Teaching staff ☐ Non-teaching staff ☐ Volunteers ☐ Other. NA
	☑ State/Territory Criminal Background ☑ Check if State/Territory background check includes fingerprints	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☑ Other. Describe: Directors and staff are required to complete a state background check every four years after the initial check.	☑ Director ☑ Teaching staff ☐ Non-teaching staff ☑ Volunteers ☑ Other. Any individual left alone with children and has sole custody and control.
	☑ FBI Criminal Background (e.g., fingerprint)		☑ Director
	☐ Sex Offender Registry	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☑ Other.	☑ Teaching staff ☑ Non-teaching staff ☑ Volunteers ☑ Other. Any individual left alone with children and has case custody and control.

		Describe:	☐ Director
		Directors are required to complete an FBI background check every four years after the initial check, however, staff are not required to complete an FBI check every four years once they receive the initial checks or if the staff moves out of state.	☐ Teaching staff
			☐ Non-teaching staff
			☐ Volunteers
			☐ Other.
			NA
		☐ Initial Entrance into the System	
		☐ Checks Conducted Annually	
		☐ Other.	
		Describe: NA	

☑ **Group Child Care Homes** ☐ N/A. Check if your State/Territory does not have group home child care.	☐ Child Abuse Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: NA	☐ Provider ☐ Non-provider residents of the home. NA
	☑ State/Territory Criminal Background	☑ Initial Entrance into the System ☑ Checks Conducted Annually ☑ Other. Describe: Providers and adult residents over 18 years are required to complete a state background check every four years after the initial check.	☑ Provider ☑ Non-provider residents of the home. NA
	☑ Check if the State/Territory background check includes fingerprints		
	☑ FBI Criminal Background (e.g., fingerprint)	☑ Initial Entrance into the System ☑ Checks Conducted Annually ☑ Other. Describe: Providers and adult residents over 18 years are required to complete a state background check every four years after the initial check.	☑ Provider ☑ Non-provider residents of the home. NA
	☐ Sex Offender Registry		☐ Provider ☐ Non-provider residents of the home. NA

		☐ Initial Entrance into the System	
		☐ Checks Conducted Annually	
		☐ Other.	
		Describe: NA	

☑ **Family Child Care Homes**	☐ Child Abuse Registry	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☑ Other. Describe: Every two years.	☑ Provider ☑ Non-provider residents of the home. All residents 18 and older.
	☑ State/Territory Criminal Background	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☑ Other. Describe: Updated every four years.	☑ Provider ☑ Non-provider residents of the home. All residents 18 and older.
	☑ Check if the State/Territory background check includes fingerprints		
	☑ FBI Criminal Background (e.g., fingerprint)	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: NA	☑ Provider ☑ Non-provider residents of the home. All residents 18 and older.
	☐ Sex Offender Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other.	☐ Provider ☐ Non-provider residents of the home. NA

		Describe: NA	

In-Home Child Care Providers	Background Check Type	Frequency	Applies To
☑ **In-Home Child Care Providers** ☐ N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)	☑ Child Abuse Registry	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☑ Other. Describe: NA	☑ Provider ☐ Non-provider residents of the home. NA
	☑ State/Territory Criminal Background ☑ Check if the State/Territory background check includes fingerprints	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☑ Other. Describe: NA	☑ Provider ☐ Non-provider residents of the home. NA
	☑ FBI Criminal Background (e.g., fingerprint)	☑ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: NA	☑ Provider ☐ Non-provider residents of the home. NA
	☐ Sex Offender Registry	☐ Initial Entrance into the System ☐ Checks Conducted Annually ☐ Other. Describe: NA	☐ Provider ☐ Non-provider residents of the home. NA

d) Please **provide a brief overview** of the State/Territory's process for conducting background checks for child care. In this brief overview, include the following:

Effective Date: 01-OCT-13

d -1) The cost associated with each type of background check conducted:

This varies by location and by the provider of the service.

d-2) Who pays for background checks:

Some child care providers compensate their staff for the associated costs; others require the staff to pay themselves.

d-3) What types of violations would make providers ineligible for CCDF? Describe:

Homicide
R.C. 2903.01 - Aggravated murder
R.C. 2903.02 - Murder
R.C. 2903.03 - Voluntary manslaughter
 R.C. 2903.04 - Involuntary manslaughter
Assault
R.C. 2903.11 - Felonious assault
R.C. 2903.12 - Aggravated assault
R.C. 2903.13 - Assault
R.C. 2903.16 - Failing to provide for a functionally impaired person
Menacing
R.C. 2903.15 - Permitting child abuse
R.C. 2903.21 - Aggravated menacing
R.C. 2903.211- Menacing by stalking
R.C. 2903.22 - Menacing
Patient abuse and neglect
R.C. 2903.34 - Patient abuse, neglect
Kidnapping and related issues
R.C. 2905.01 - Kidnapping
R.C. 2905.02 - Abduction

R.C. 2905.04 - Child stealing (as this law existed prior to July 1, 1996)
R.C. 2905.05 - Criminal child enticement

Sex offenses
R.C. 2907.02   Rape
R.C. 2907.03 - Sexual battery
R.C. 2907.04 - Corruption of a minor
R.C. 2907.05 - Gross sexual imposition
R.C. 2907.06 - Sexual imposition
R.C. 2907.07 - Importuning
R.C. 2907.08 - Voyeurism
R.C. 2907.09 - Public indecency
R.C. 2907.12   Felonious sexual penetration (as this former section of law existed)
R.C. 2907.21 - Compelling prostitution
R.C. 2907.22 - Promoting prostitution
R.C. 2907.23 - Procuring
R.C. 2907.25 - Prostitution
R.C. 2907.31 - Disseminating matter harmful to juveniles
R.C. 2907.32 - Pandering obscenity
R.C. 2907.321 - Pandering obscenity involving a minor
R.C. 2907.322 - Pandering sexually oriented matter involving a minor
R.C. 2907.323 - Illegal use of a minor in nudity oriented materialor performance

Arson
R.C. 2909.02 - Aggravated arson
R.C. 2909.22 - Soliciting or providing support for act of terrorism
R.C. 2909.23 - Making terroristic threat
R.C. 2909.24 - Terrorism
R.C. 2909.03 - Arson

Robbery and Burglary
R.C. 2911.01 - Aggravated robbery
R.C. 2911.02 - Robbery
R.C. 2911.11 - Aggravated burglary
R.C. 2911.12 - Burglary

Theft and Fraud
R.C. 2913.02 - Theft; aggravated theft
R.C. 2913.03 - Unauthorized use of a vehicle
R.C. 2913.04 - Unauthorized use of property, computer, cable, or telecommunication property or service
R.C. 2923.02 - Attempt
R.C. 2913.041 - Possession or sale of unauthorized cable television device
R.C. 2913.33 - Making or using slugs
R.C. 2913.05 - Telecommunications fraud
R.C. 2913.06 - Unlawful use of telecommunications
R.C. 2913.11 - Passing bad checks
R.C. 2913.21 - Misuse of credit cards
R.C. 2913.31 - Forgery; identification card
R.C. 2913.32 - Criminal simulation
R.C. 2913.40 - Medicaid fraud
R.C. 2913.41 - Prima facie evidence of purpose to defraud
R.C. 2913.42 - Tampering with records
R.C. 2913.43 - Securing writings by deception
R.C. 2913.44 - Personating an officer

R.C. 2913.441- Law Enforcement emblem display
R.C. 2913.45 - Defrauding creditors
R.C. 2913.46 - Illegal use of food stamps or WIC program benefits
R.C. 2913.47 - Insurance fraud
R.C. 2913.48 - Worker's compensation fraud
R.C. 2913.49 - Identity fraud

Offenses against the family
R.C. 2919.12 - Unlawful abortion
R.C. 2919.22 - Endangering children
R.C. 2919.23 - Interference with custody
R.C. 2919.24 - Contributing to unruliness or delinquency of a child
R.C. 2919.25 - Domestic violence

Offenses against justice and public administration
R.C. 2921.11 - Perjury
R.C. 2921.13 - Falsification

Weapons control
R.C. 2923.12 - Carrying a concealed weapon
R.C. 2923.161 - Improperly discharging a firearm at or into a habitation or school
R.C. 2923.01 - Conspiracy
R.C. 2923.02 - Attempt, that relates to a crime specified in division 109.572 (A) (9)
R.C. 2923.03 - Complicity, that relates to a crime specified in division 109.572 (A) (9)

Drug offenses
R.C. 2925.02 - Corrupting another with drugs
R.C. 2925.03 - Trafficking in drugs
R.C. 2925.04 - Illegal manufacture of drugs or cultivation of marijuana
R.C. 2925.05 - Funding of drug or marijuana trafficking
R.C. 2925.06 - Illegal administration or distribution of anabolic steroids
R.C. 2925.11- Possession of drugs or marijuana that is not a minor drug possession offense in section
R.C. 2925.01

Other
R.C. 959.13 - Cruelty to animals
R.C. 2905.11 - Extortion
R.C. 3716.11 - Placing harmful objects in food or confection
R.C. 2909.04 - Disrupting public services
R.C. 2909.05 - Vandalism
R.C. 2917.01 - Inciting to violence
R.C. 2917.02 - Aggravated riot
R.C. 2917.03 - Riot
R.C. 2917.31 - Inducing panic
R.C. 2921.03 - Intimidation
R.C. 2921.34 - Escape
R.C. 2921.35 - Aiding escape or resistance to authority
 R.C. 2927.12 - Ethnic intimidation
R.C. 4511.19 - Operating vehicle under the influence of alcohol or drugs – OVI. (A second violation
within five years of the date of application for licensure or employment.

d-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe:

If ODJFS proposes action against the child care provider's license as a result of an employee having a prohibitive offense, the program may appeal under Chapter 119 of the Ohio Revised Code.

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? Describe (658E(c)(2)(E), §98.40(a)(2))

NA

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:

All inspection reports and complaints with substantiate allegations are available online: http://www.odjfs.state.oh.us/cdc/query.asp

☐No

3.1.3. 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)

☐

Check if the Lead Agency certifies that 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))

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))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☑ Physical exam or health statement for providers	☑	☑	☑	☑
☑ Physical exam or health statement for children	☑	☑	☑	☑
☑ Tuberculosis check for providers	☐	☐	☑	☑
☐ Tuberculosis check for children	☐	☐	☐	☐
☑ Provider immunizations	☑	☑	☑	☑
☑ Child immunizations	☑	☑	☑	☑
☑ Hand-washing policy for providers and children	☑	☑	☑	☑

☑ Diapering policy and procedures	☑	☑	☑	☑
☑ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☑
☐ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☐	☐	☐	☐
☐ Other. Describe:	☐	☐	☐	☐

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))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☑ Fire inspection	☑	☑	☑	☑
☑ Building inspection	☑	☑	☑	☑
☑ Health inspection	☑	☑	☑	☑

☑ Inaccessibility of toxic substances policy	☑	☑	☑	☑
☑ Safe sleep policy	☑	☑	☑	☑
☑ Tobacco exposure reduction	☑	☑	☑	☑
☑ Transportation policy	☑	☑	☑	☑
☑ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☑
☐ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☐	☐	☐	☐
☐ Other. Describe:	☐	☐	☐	☐

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 assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3)). Note: While Lead Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). 'On-going' would be some type of routine occurrence (e.g., maintain qualifications each year).

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	No pre-service is required for staff.	Centers shall have in all center buildings and readily accessible during all operating hours at least one child care staff member trained in first aid.
	CPR	No pre-service is required for staff.	Centers shall have in all center buildings and readily accessible during all operating hours at least one child care staff member trained in CPR.
	Medication Administration Policies and Practices	No pre-service is required for staff	Centers must be in compliance with Ohio Administrative Code (OAC) 5101:2-12-31 which states in part: The center shall set its own policy regarding whether or not the center will administer medication. If the center chooses to administer medication, the center shall meet specific requirements.
	Poison Prevention and Safety	No pre-service is required for staff	Centers must be in compliance with OAC 5101:2-12-15 which requires in part that all hazardous materials be kept out of reach of all children.

	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	No pre-service is required for staff	Centers caring for infants must be in compliance with OAC 5101:2-13-42 that states in part that infants must be placed in their backs to sleep unless the a child's physician provides written permission.
	Shaken Baby Syndrome and abusive head trauma prevention	No pre-service is required for staff	No requirement.
	Age appropriate nutrition, feeding, including support for breastfeeding	No pre-service is required for staff.	Centers must be in compliance with OAC 5101:2-12-39 which contains the nutritional requirements for children as well as 5101:2-12-41 requirements for feeding infants.
	Physical Activities	No pre-service is required for staff.	Centers must provide planned, balanced physical activity according to the developmental needs of the children.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	No pre-service is required for staff.	Centers shall have in all and readily accessible during all operating hours at least one child care staff member trained in the management of communicable disease.

	Recognition and mandatory reporting of suspected child abuse and neglect	No pre-service is required for staff.	Centers shall have in all center buildings and readily accessible during all operating hours at least one child care staff member trained in child abuse recognition and prevention.
	Emergency preparedness and planning response procedures	No pre-service is required for staff.	Centers are required to have a general emergency plan.
	Management of common childhood illnesses, including food intolerances and allergies	No pre-service is required for staff.	Centersshall have in all center buildings and readily accessible during all operating hours at least one child care staff member trained in the management of communicable disease. Centers must also comply with OAC 5101:2-12-33 which contains requirements for the management of illness.
	Transportation and child passenger safety (if applicable)	No pre-service is required for staff.	Any staff member who transports children has to complete a driver training.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	No pre-service is required for staff.	Centers that care for children with special needs must comply with OAC 5101:2-12-38 which requires training by the parent or doctor on the specific needs of the child.

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	No pre-service is required for staff.	All centers are required be in compliance with OAC 5101:2-12-28 which requires in part that staff members have to complete 15 hours of in-service training a year, up to total 45 hours and that this training must include trainings on child development.
	Supervision of children	No pre-service is required for staff.	All centers must be in compliance with OAC 5101:2-12-20 which includes requirements for the supervision of children.
	Behavior management	No pre-service is required for staff.	All centers must be in compliance with OAC 5101:2-12-21 that requires that child guidance and behavior management be developmentally appropriate for the child, be consistent, and be explained to the child.
	Other Describe: NA	NA	NA
Group Home Child Care	First Aid	No pre-service is required for staff.	All group homes are required to have on site and readily accessible during all operating hours at least one child care staff member trained in first aid.

	CPR	No pre-service is required for staff.	All group homes are required to have on site and readily accessible during all operating hours at least one child care staff member trained in CPR.
	Medication Administration Policies and Practices	No pre-service is required for staff.	All group homesmust be in compliance with OAC 5101:2-13-31 which states in part: The provider shall set its own policy regarding whether or not the center will administer medication. If the center chooses to administer medication, the center shall meet specific requirements.
	Poison Prevention and Safety	No pre-service is required for staff.	All group homesmust be in compliance with OAC 5101:2-13-15 which requires in part that all hazardous materials be kept out of reach of all children.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	No pre-service is required for staff.	All group homescaring for infants must be in compliance with OAC 5101:2-13-42 that states in part that infants must be placed in their backs to sleep unless the a child's physician provides written permission.
	Shaken Baby Syndrome and abusive head trauma prevention	No pre-service is required for staff.	No requirement.

	Age appropriate nutrition, feeding, including support for breastfeeding	No pre-service is required for staff.	Group homes must be in compliance with OAC 5101:2-13-39 which contains the nutritional requirements for children as well as OAC 5101:2-13-41 requirements for feeding infants.
	Physical Activities	No pre-service is required for staff.	Group homes must provide planned, balanced physical activity according to the developmental needs of the children.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	No pre-service is required for staff.	The group home shall have onsite and readily accessible during all operating hours at least one child care staff member trained in the management of communicable disease.
	Recognition and mandatory reporting of suspected child abuse and neglect	No pre-service is required for staff.	The group home shall have onsite and readily accessible during all operating hours at least one child care staff member trained in child abuse recognition and prevention.
	Emergency preparedness and planning response procedures	No pre-service is required for staff.	Group homes are required to have a general emergency plan.

	Management of common childhood illnesses, including food intolerances and allergies	No pre-service is required for staff.	The group home shall have onsite and readily accessible during all operating hours at least one child care staff member trained in the management of communicable disease. Group homes must also comply with OAC 5101:2-13-33 which contains requirements for the management of illness.
	Transportation and child passenger safety (if applicable)	No pre-service is required for staff.	Any staff member who transports children has to complete a driver training.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	No pre-service is required for staff.	Groups homes that care for children with special needs must comply with OAC 5101:2-13-38 which requires training by the parent or doctor on the specific needs of the child.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	No pre-service is required for staff.	All group homes are required be in compliance with OAC 5101:2-13-28 which requires in part that staff members have to complete 15 hours of in-service training a year, up to total 45 hours and that this training must include trainings on child development.
	Supervision of children	No pre-service is required for staff.	All group homes must be in compliance with OAC 5101:2-13-20 which includes requirements for the supervision of children.

	Behavior management	No pre-service is required for staff.	All group homes must be in compliance with OAC 5101:2-13-21 that requires that child guidance and behavior management be developmentally appropriate for the child, be consistent, and be explained to the child.
	Other Describe: NA	NA	NA
Family Child Care Providers	First Aid	Required prior to licensure.	Updated as required by the trainer.
	CPR	Required prior to licensure.	Updated as required by the trainer.
	Medication Administration Policies and Practices	No pre-service is required.	Providers must be in compliance with OAC 5101:2-14-31 which states in part: The provider shall set its own policy regarding whether or not they will administer medication. If the provider chooses to administer medication, they shall meet specific requirements.
	Poison Prevention and Safety	No pre-service is required.	Providers must be in compliance with OAC 5101:2-14-19 which requires in part that all hazardous materials be kept out of reach of all children.

	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	No pre-service is required.	Providers caring for infants must be in compliance with OAC 5101:2-14-36 that states in part that infants must be placed in their backs to sleep unless the a child's physician provides written permission.
	Shaken Baby Syndrome and abusive head trauma prevention	No pre-service is required.	No requirement.
	Age appropriate nutrition, feeding, including support for breastfeeding	Included in the mandatory "Health and Safety Training" completed prior to licensure.	Providers must be in compliance with OAC 5101:2-14-32 which contains the nutritional requirements for children as well as OAC 5101:2-14-34 requirements for feeding infants.
	Physical Activities	No pre-service is required.	Providers must comply with OAC 5101:2-14-14 which requires outdoor play.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Included in the mandatory "Health and Safety Training" completed prior to licensure.	Providers must comply with OAC 5101:2-14-19 which requires a sanitary environment.
	Recognition and mandatory reporting of suspected child abuse and neglect	Required prior to licensure.	Updated every 3 years.
	Emergency preparedness and planning response procedures	No pre-service is required.	Providers must have an emergency plan.
	Management of common childhood illnesses, including food intolerances and allergies	Included in the mandatory "Health and Safety Training" completed prior to licensure.	Providers must comply with OAC 5101:2-14-30 which contains requirements for the management of illness.

	Transportation and child passenger safety (if applicable)	No pre-service is required.	No requirement.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	No pre-service requirement.	Providers who care for children with special needs must comply with OAC 5101:2-14-27 which requires training by the parent or doctor on the specific needs of the child.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Included in the mandatory "Health and Safety Training" completed prior to licensure.	No requirement.
	Supervision of children	Included in the mandatory "Health and Safety Training" completed prior to licensure.	Providers must be in compliance with OAC 5101:2-13-20 which includes requirements for the supervision of children.
	Behavior management	Included in the mandatory "Health and Safety Training" completed prior to licensure.	Providers must be in compliance with OAC 5101:2-13-22 that requires that child guidance and behavior management be developmentally appropriate for the child, be consistent, and be explained to the child.
	Other: Describe: NA	NA	NA
In - Home Child Care	First Aid	Required prior to certification.	Updated as required by the trainer.
	CPR	Required prior to certification.	Updated as required by the trainer.

	Medication Administration Policies and Practices	No pre-service is required.	Providers must be in compliance with OAC 5101:2-14-31 which states in part: The provider shall set its own policy regarding whether or not the center will administer medication. If the provider chooses to administer medication, they shall meet specific requirements.
	Poison Prevention and Safety	No pre-service is required.	Providers must be in compliance with OAC 5101:2-14-19 which requires in part that all hazardous materials be kept out of reach of all children.
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	No pre-service is required.	Providers caring for infants must be in compliance with OAC 5101:2-14-36 that states in part that infants must be placed in their backs to sleep unless the a child's physician provides written permission.
	Shaken Baby Syndrome and abusive head trauma prevention	No pre-service is required.	No requirement.
	Age appropriate nutrition, feeding, including support for breastfeeding	Included in the mandatory "Health and Safety Training" completed prior to certification.	Providers must be in compliance with OAC 5101:2-14-32 which contains the nutritional requirements for children as well as 5101:2-14-34 requirements for feeding infants.
	Physical Activities	No pre-service is required.	Providers must comply with OAC 5101:2-14-14 which requires outdoor play.

	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Included in the mandatory "Health and Safety Training" completed prior to certification.	Providers must comply with OAC 5101:2-14-19 which requires a sanitary environment.
	Recognition and mandatory reporting of suspected child abuse and neglect	Required prior to certification.	No requirement.
	Emergency preparedness and planning response procedures	No pre-service is required.	Providers must have an emergency plan.
	Management of common childhood illnesses, including food intolerances and allergies	Included in the mandatory "Health and Safety Training" completed prior to certification.	Providers must comply with OAC 5101:2-14-30 which contains requirements for the management of illness.
	Transportation and child passenger safety (if applicable)	No pre-service is required.	No requirement.
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	No pre-service is required.	Providers who care for children with special needs must comply with OAC 5101:2-14-27 which requires training by the parent or doctor on the specific needs of the child.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Included in the mandatory "Health and Safety Training" completed prior to certification.	No requirement.
	Supervision of children	Included in the mandatory "Health and Safety Training" completed prior to certification.	Certified providers must be in compliance with OAC 5101:2-13-20 which includes requirements for the supervision of children.

	Behavior management	Included in the mandatory "Health and Safety Training" completed prior to certification.	Certified providers must be in compliance with OAC 5101:2-13-22 that requires that child guidance and behavior management be developmentally appropriate for the child, be consistent, and be explained to the child.
	Other Describe: NA	NA	NA

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 3.1.2a-c, as appropriate; there are no exceptions for relatives.
☐ Relative providers are NOT required to meet <u>any</u> health and safety requirements as described in 3.1.2a-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://codes.ohio.gov/oac/5101:2-14

3.1.4 Effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements.
County departments of job and family services (CDJFS) certify family child care home providers and in-home aides. The Ohio Department of Job and Family Services (ODJFS) promulgates the health and safety rules for these certified providers. Effective January 1, 2014 family child care providers will be licensed by ODJFS, in-home aides will continue to be certified.

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced)
CDJFS staff conduct two visits each year; at least one must be unannounced.

b) Describe whether the Lead Agency uses background checks

The family child care and in-home aides providers and all adult residents of their homes must have background checks prior to licensure or certification and every four years thereafter.

c) Does the Lead Agency permit providers to self-certify compliance with applicable health and safety standards?

☑ Yes. If yes, what documentation, if any, is required?

Describe:

A small number of certified providers are "parent provider inspected"; these providers must submit the signed checklist to the CDJFS. Effective January 1, 2014 all in-home aides will submit this signed health and safety checklist. Family child care providers will no longer be able to be regulated via this health and safety checklist.

☐ No

d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements

CDJFS certification staff also investigate any complaints filed against the family child care home providers and in-home aides.

☑ Check if the Lead Agency certifies that 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))

3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

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☑ Yes.
Describe

Programs participating in Step Up To Quality (SUTQ) at levels two and three in the current system, and levels three-five in the SUTQ system to be implemented in October 2013, are required to conduct a comprehensive developmental screening on every child who is not enrolled in Kindergarten or above, within 60 days of enrollment at the program and annually thereafter. Needed referrals from these screenings are to be made within 90 days.

☐ No
a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☑ Yes.
Describe

The Local Child Care Resource and Referral (CCR&R) system provides support to providers on behalf of ODJFS for training on some commonly used screening tools. The state does not mandate a particular screen tool or tools be used, only that it is a comprehensive development screening. The CCR&R system also provides technical assistance to programs on resources and training available.

☐ No
☐ Other.
Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☑ Yes.
Describe

The CCR&R system provides technical assistance and resources to providers around developing policies for referral and making programs aware of which organizations/agencies are available to refer to. Additionally, the CCR&R system provides support and resources to families within the community.

☐ No
☐ Other.
Describe

c) Does the State/Territory use developmental screening and referral tools?

☐ Yes. If Yes, provide the name of the tool(s)

☑ No
☐ Other.
Describe

The state does not mandate a particular screening tool or tools be used, only that it is a comprehensive development screening.

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 in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for 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):
4,359

☐ 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):

☑ Number of injuries in child care as defined by the State/Territory.
Describe (optional):
462

☑ Number of fatalities in child care as defined by the State/Territory.
Describe (optional):
0

☑ Number of monitoring visits received by programs.
Describe (optional):
8144

☑ Caseload of licensing staff.
Describe (optional):

☐ Number of programs revoked from CCDF due to non-compliance with health and safety requirements.
Describe (optional):

☐ 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?

With the recent release of the draft rules we are awaiting final revisions and will analyze the current state health and safety requirements and make amendments as necessary.

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

Ohio tracks out of compliance instances and requires corrective action. This data, allows verification of the highest types of out of compliances to provide technical assistance and also with corrective action reports to glean best practices in order to share with the field.

3.1.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section of 3.1. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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. licensing

standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

Note - When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Goal #1:
Ohio will create and implement one set of family child care policies. Currently there are different policies for large and small family child care. These policies will be supported by automation and tracking in a data system.

Goal #2:
Ohio will expand its QRIS system to allow all early childhood programs to participate (family child care, public preschools, head start). A system with automation and data tracking capabilities will be utilized across agencies to measure and evaluation both health and safety criteria and QRIS standards.

Goal #3:
Implementation of a new licensing and quality data system that will include on-site inspection tools and trend reporting tools and will be utilized by two state agencies and 88 county agencies.

Goal #4:
Ohio will successfully begin licensing small family child care homes who want to participate in the Publicly Funded Child Care Program.

NEW!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon

in Section 3.2 through 3.4 order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines (also referred to as early learning and development standards) include the expectations for what children should know (content) and be able to do (skills) at different levels of development. These standards provide guidelines, articulate developmental milestones, and set expectations for the healthy growth and development of young children. The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These early learning guidelines are voluntary because States/Territories are not required to develop such guidelines or implement them in a specified manner.

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

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

If yes, insert web addresses, where possible:

www.earlychildhoodohio.org   and   http://education.ohio.gov

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

Ohio Department of Education and Ohio Department of Job and Family Services are the joint leads.

3.2.2 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. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Effective Date: 01-OCT-13

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	☑	☑	☑

Social and emotional development	☑	☑	☐
Approaches to learning	☑	☑	☐
Logic and reasoning (e.g., problem-solving)	☑	☑	☑
Language development	☑	☑	☑
Literacy knowledge and skills	☑	☑	☑
Mathematics knowledge and skills	☑	☑	☑
Science knowledge and skills	☑	☑	☑
Creative arts expression (e.g., music, art, drama)	☑	☑	☑
Social studies knowledge and skills	☑	☑	☑
English language development (for dual language learners)	☐	☐	☐
List any domains not covered in the above:	☐	☐	☐
Other. Describe:	☐	☐	☐

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.

Effective Date: 01-OCT-13

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	☑	☐	☐
Parents using child care more broadly	☑	☐	☐
Practitioners in child care centers	☑	☑	☐
Providers in family child care homes	☑	☑	☐
Practitioners in Head Start	☑	☑	☐

Practitioners in Early Head Start	☑	☑	☐
Practitioners in public Pre-K program	☑	☑	☑
Practitioners in elementary schools	☑	☑	☐
Other. List: Two and four year colleges with early childhood and education programs.	☑	☑	☐

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:

Ohio's Core Knowledge and Competencies Document.

☐ None.

3.2.5 Are voluntary early learning guidelines and development standards 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 Child Development and Early Learning 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 this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted within pre-kindergarten and/or at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

Effective Date: 01-OCT-13

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?
☑ Yes.
Describe:

Step Up To Quality (SUTQ) is Ohio's voluntary quality rating and improvement system. Currently, SUTQ awards star ratings for three levels of quality. For 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 utilize a curriculum that is aligned to state standards and guidelines and an assessment process that is aligned to their identified curriculum. The lead teachers are responsible for the implementation of the program's established on-going assessment process. Programs use a combination of formal and informal assessment methods of collecting data. Common tools used are: Teaching Strategies – Gold, Creative Curriculum Developmental Continuum, High Scope COR and Portfolios that contain work samples to support observations.

In October 2013, Ohio will begin implementing a revised SUTQ model, which will include an expansion from three to five star rating levels and a revision of the current program standards. Programs that are awarded a three, four, or five star rating will be required to assess all enrolled children using both formal and informal methods on an on-going basis. Programs will be required to use a valid, reliable, age-appropriate assessment tool, which will be administered by staff at the program. Programs are also required to use a comprehensive curriculum which must be aligned to both the Early Learning and Development Standards and their assessment process.

Additionally, beginning in the fall of 2014, programs will be required to administer the newly created state assessment system to all preschool children. The system is being developed as part of a collaborative effort between Ohio and Maryland and will include both formative and summative components.

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

☑ Yes.
Describe:

SUTQ programs at the highest step level will utilize an on-going assessment process used to inform intentional teaching which supports individual needs of the children. Outcomes from the assessment process are utilized to inform individual instruction, group instruction and provide insight into overall classroom improvement.

With the October 2013 revisions, programs with a three, four or five Star rating will use the results of the on-going assessment process to inform instruction. Additionally, programs with a four or five star rating can choose to earn points towards the achievement of the rating by using the on-going assessment results to make, adjust and refine instructional decisions and to evaluate child progress.

☐ No

☐ Other.
Describe:

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

☑ Yes.
Describe:

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

With the program revisions effective October 2013, programs will be required to share the on-going assessment results with families. Programs with a 4 or 5 star rating can choose to earn points towards the achievement of the rating by providing families with multiple opportunities to understand the assessment data collected, contribute to their child's education plan, and share information about their child's progress toward learning goals.

☐ No

☐ Other.
Describe:

☐ No

☐ Other.
Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children within pre-kindergarten and/or as they enter kindergarten?

☑ Yes.

Describe:

Ohio developed the Kindergarten Readiness Assessment—Literacy (KRAL) which is a screening instrument used with all K students in Ohio annually at entry (approximately 130,000 students in public and community school districts). As a result of being awarded the Early Learning Challenge Grant, Ohio has joined in collaboration with Maryland to develop a comprehensive Kindergarten Entry Assessment (KEA) that will be used by both states with all kindergarten students. The assessment will be administered annually at the beginning of the kindergarten year and will track the readiness of children, in all learning domains, as they enter kindergarten. The new KEA will be implemented statewide in the 2014-15 school year.

b-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☑ Yes.

Describe:

Currently, the assessment covers language/literacy. The new KEA will cover all of the essential school readiness domains identified in 3.2.2.

☐ No

☐ Other.

Describe:

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

☑ All children.

Describe:

The KEA will be used with all children

☐ Samples of children.

Describe:

☐ Other.

Describe:

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

☑ Yes.
Describe:

The information from the KRA-L assessment is primarily used to inform instruction in Kindergarten, but state, regional and local efforts are in place to analyze the data to connect performance to Pre-K program experiences. As the Comprehensive Kindergarten Assessment tool is completed and implemented, the results will be able to be used to inform program quality efforts in classrooms serving children as young as three years old.

☐ No

☐ Other.
Describe:

☐ No

☐ Other.
Describe:

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?
☑ Yes.
Describe:

KRAL data are reported in Ohio Department of Education's Education Management Information System at the student ID level and is linked to all student achievement and demographic information for PK-12. The school readiness information obtained with the Kindergarten Entry Assessment will continued to be linked to the SLDS.

☐ No

☐ Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

Effective Date: 01-OCT-13

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 the number of providers 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 on the Early Learning and Development Standards for infants and toddlers.

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

All ODE funded preschool programs must align their curriculum to the ELG as well as child care programs voluntarily participating in SUTQ, Ohio's QRIS program.

☐ 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?

Under the current 3 step SUTQ system:Steps 1-3 requires 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). Steps 2 & 3 require that curriculum planning is aligned to age appropriate standards to maximize growth across a broad range of developmental content areas.

Under the 5 step SUTQ System: Steps 1-5 will require that a copy of the Ohio Early Learning and Development Standards and Ohio Academic Content Standards: K-12 in social studies and science (appropriate to the age groups served) be available in each classroom. Step 3-5 will require that curriculum planning is aligned to the age appropriate standards to maximize growth across a broad range of developmental content areas.

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? 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 and ODE in conjunction with ODMH and ODH and a wide variety of experts and stakeholders throughout Ohio have rewritten the early learning guidelines. The revised guidelines are now a single set of standards that address all children, birth through Kindergarten entry. Additionally, the guidelines are now inclusive of all domains of school readiness. The revised SUTQ program standards include the use of the guidelines as they must be aligned to the program's curriculum and assessment processes. Through Ohio's Race to the Top Early Learning Challenge Grant, external validation studies will be conducted on the revised SUTQ program standards, the new Child Assessment System, and professional development that will be available to practitioners on the implementation of the new child standards.

3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agencyâs 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?

Effective Date: 01-OCT-13

Goal #1:

ODJFS and ODE will continue to work in collaboration with ODH and ODMH to provide training and technical assistance to the provider field utilizing the expertise of each agency and their partners.

Recruitment efforts to increase the number of SUTQ programs and expanded eligibility of programs to participate in SUTQ will increase the number of providers using the early learning guidelines and the number of children in environments using these guidelines.

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

Effective Date: 01-OCT-13

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 currently oversees the implementation of SUTQ, Ohio's QRIS. The Ohio Child Care Resource and Referral Agency (OCCRRA) and local Resource and Referral Agencies (R&R's) provide support to programs that include professional development, technical assistance and administrative supports such as the disbursement of the QAA and TEACH scholarships.

ODJFS and ODE are working in collaboration to expand and revise the current QRIS into a 5 step system. This revised system is scheduled to be implemented in October 2013. Currently, only programs licensed by ODJFS are eligible to participate in SUTQ. With the revisions to the current system,

3.3.1 Element 1 - Program Standards

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.

Effective Date: 01-OCT-13

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.

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.**

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
☑ Attaining and maintaining licensing compliance	☑	☑	☑
☑ Attaining and maintaining quality improvement standards beyond licensing	☑	☑	☑
☐ Attaining and maintaining accreditation	☐	☐	☐
☐ Providing targeted technical assistance in specialized content areas:			
Health and safety	☑	☑	☑
Infant/toddler care	☑	☑	☑
School-age care	☑	☑	☑
Inclusion	☐	☐	☐
Teaching dual language learners	☐	☐	☐
Mental health	☑	☑	☑
Business management practices	☑	☑	☑
Other. Describe:	☐	☐	☐

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   the R&Rs and SSTs to assist providers with the initial application process, renewal of current rating, increase of rating, and assisting programs in understanding and meeting the revised program standards as SUTQ moves from a three to a five star system.

☐ 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.

Effective Date: 01-OCT-13

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.**

☐ None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
☐ Grants to programs to meet or maintain licensing	☐	☐	☐

☐ Grants to programs to meet QRIS or similar quality level	☐	☐	☐
☐ One-time awards or bonuses on completion of quality standard attainment	☐	☐	☐
☑ Tiered reimbursement tied to quality for children receiving subsidy	☑	☑	☐
☑ On-going, periodic grants or stipends tied to improving / maintaining quality	☑	☑	☐
☐ Tax credits tied to meeting program quality standards	☐	☐	☐
☐ Other. Describe:	☐	☐	☐

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.

<div align="right">Effective Date: 01-OCT-13</div>

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.**

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
☑ Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. Annually may be used by providers as a self-assessment, be conducted by trained R&Rs staff members as part of technical assistance, or used for external evaluation purposes.	☑ Infant/Toddler ☑ Preschool ☑ School-Age	☑	☐
☑ Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. Annually may be used by providers as a self-assessment, be conducted by trained R&Rs staff members as part of technical assistance, or used for external evaluation purposes.	☑	N/A	☐
☑ 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, be conducted by trained R&Rs staff members as part of technical assistance, or used for external evaluation purposes.	☑	☑	☐
☑ Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. State created verification tool, environmental scans and administrator/teacher interview questions.	☑	☑	☐
☐ Other. Describe:	☐	☐	☐

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

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.

Effective Date: 01-OCT-13

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may 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.

The SUTQ family information brochures have been published in English and Spanish. In addition, an English Language Learners Advisory Council has been created to ensure the created expectations in our five star QRIS system are appropriate and meet the needs of all communities throughout Ohio.

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 <u>operating State/Territory-wide.</u>

☑
Participation is voluntary for:

ODJFS licensed centers and Type A large family child care homes

☑
Participation is mandatory for:

ODE licensed public pre-K beginning Oct. 1, 2013 and for any programs providing care to publicly funded children beginning in 2020.

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements <u>operating as a pilot or in a few localities</u> 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:

Preschool special education eligible to participate in October 2013

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:

Ohio will focus efforts with family child care providers as they begin to be licensed in January 2014 and have the ability to apply and participate in QRIS in July 2014.

3.3.8 Data & Performance Measures on Program Quality (Click for additional instructions)

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(optional)

 This new system will have additional data available for analysis and will include programs licensed by ODE as well as family child care.   Data for SUTQ programs is stored in the SUTQ database. Ohio is developing a new, modern, efficient registration, verficiation and compliance data system based on a service-oriented architecture . This new system will be operational for the SUTQ in Ocober 2013 and for Ohio's regulatory functions in January 2015. This system will have additional data available for analysis ans will include ODJFS licensed (centers and family child care) and ODE licensed programs.

☑

Number of programs that move program quality levels annually (up or down).

Describe(optional)

 This new system will have additional data available for analysis and will include programs licensed by ODE as well as family child care. Data for SUTQ programs is stored in the SUTQ database. Ohio is developing a new, modern, efficient registration, verficiation and compliance data system based on a service-oriented architecture . This new system will be operational for the SUTQ in Ocober 2013 and for Ohio's regulatory functions in January 2015. This system will have additional data available for analysis ans will include ODJFS licensed (centers and family child care) and ODE licensed programs.

☑

Program scores on program assessment instruments.

List instruments:

N/A

Describe(optional)

☑

Classroom scores on program assessment instruments.

List instruments:

Programs that are rated at a 3, 4, or 5 star will have classroom observations that assess the quality of the staff:child interactions and the classroom environments. Ohio is developing this tool and is in the process of completed an inter-rated reliability process.

Describe(optional)

☑

Qualifications for teachers or caregivers within each program.

Describe(optional)

Qualifications are documented using an on-site verification tool for programs applying for a SUTQ rating or renewing their current rating. The documentation is stored in the SUTQ database. Beginning in October 2013, education qualifications will be maintained and verified in the Registry and the SUTQ database for ODJFS licensed programs, and in the SUTQ database for ODE licensed programs.

☑

Number/Percentage of children receiving CCDF assistance in licensed care.

Describe(optional)

The CCIDS system updates these numbers regularly. Data for SUTQ programs is stored in the SUTQ database.

☑

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(optional)

Data for SUTQ programs is stored in the SUTQ database. The CCIDS stores information regarding programs that receive an enhanced subsidy rate based on the achieved star level.

☐

Other.

Describe:

☐
None.

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

ODJFS plans to meet the following performace targets for ODJFS licensed programs:

End of FFY 14: 1,498 programs will be star rated through Step Up To Quality
End of FFY 15: 1,713 programs will be star rated through Step Up to Quality

*these targets match the performance measures within the ELCG table (B)(2)(c).

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

1.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.

As a requirement of the Early Learning Challenge Grant, Ohio will be conducting an extensive external validation and evaluation of the revised SUTQ system. It is anticipated that the evaluation and validation study will begin in the fall of 2013 and continue through December 2015.

ODJFS collects data on individual SUTQ programs stored in the SUTQ database which includes movement up and down within the TQRIS.

Classroom scores on program assessment using an on-site verification tool and is included as part of the criteria for rating/renewing a program. Qualifications for lead and assistant teachers and administrators are stored in the SUTQ database. Total number and percentage of publicly funded children being served in rated programs is collected/stored in CCIDS and also stored in the SUTQ database.
Tracking of the number of SUTQ rated programs is constant and reported out in a variety of ways to stakeholders. External validation studies on the current SUTQ system have taken place and will also happen for the future 5 star system.

3.3.9 Goals for the next Biennium -
In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include

existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territoryâs 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?

<div align="right">Effective Date: 01-OCT-13</div>

Goal #1:

ODJFS will expand SUTQ, Ohio's quality rating and improvement system to a five star system in collaboration with ODE, ODH, and ODMH. Implementation of the revised system in slated to begin October 2013. Eligibility will expand to ODE public pre-k, preschool special education, and family child care providers.

Expansion will include a transitional step between the current Step 1 and Step 2 and an additional step beyond the current Step 3 level. Domains will also be revised to include family and community partnerships and physical health and well being.

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

   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

<div align="right">Effective Date: 01-OCT-13</div>

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.

1) Core Knowledge and Competencies: the Ohio Professional Development Network (OPDN) is a

membership group 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.   A committee of OPDN initially developed Ohio's Core Knowledge and Competencies in 2006. The group is currently working on revisions to update the document, based on current research, and to align it to Ohio's Birth – Kindergarten Entry Learning and Development Standards.

2) Career Pathways: the Career Pathways was initially developed and recently updated by a committee of OPDN.

3) Professional Development Capacity: After being awarded the Early Learning Challenge Grant (ELCG), Ohio convened a cross-agency leadership group to address professional development needs, availability and capacity. The group meets on a monthly basis, with working sub-groups meeting more frequently as needed to complete specific projects.

4) Access to Professional Development: As a result of being awarded the ELCG, Ohio has recently contracted with a vendor to provide professional development coordination services. The vendor will be responsible for working with leadership from ODJFS, ODE, and the cross-agency professional development team to coordinate professional development access and delivery across the multiple agencies that provide early childhood professional development throughout the state.

5) Compensation, Benefits and Workforce Conditions
Through TEACH, ODJFS supports the development of the early care and afterschool education field. Currently, TEACH supports 612 scholars through CDA, Associates, and Bachelor degree program in both center based and family child care. TEACH is also working in committee to look at Ohio licensure and in other workgroups to align TEACH with Ohio's Core Knowledge and Competencies. With the impending Affordable Health Care act, TEACH is being proactive in developing strategies to support scholars and their employers that will allow the best outcomes for both. ODJFS will be moving forward with support for career and technical schools that graduate approximately 800 seniors a year that have been prepared for their CDA. ODJFS will provide scholarship monies to those students for the CDA assessment fees. OCCRRA is providing electronic supports for TEACH scholars for CDA 2.0.

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

☐ 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: www. opdn.org

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:

Ohio has developed a Social/Emotional Field Guide, Administrator Core Knowledge and Competencies and an Instructor Guide that are companion documents to the CKC.

☐ 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 for the career lattice or credential
☑ To correspond to the early learning guidelines
☐ To define curriculum and degree requirements at institutions of higher education
☐ Other.
Describe:

☐ 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, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)

☐ Cross-walked with apprenticeship competencies

☑ Other.
Describe:

Cross walked 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.
Describe:

Birth to preschool competencies

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

Birth to preschool competencies

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

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).
Describe:

☑ Other.
Describe:

Competencies for school age providers and a companion Social Emotional Field Guide

☐ 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:

School age (5-12 years old)

☐ 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.

Effective Date: 01-OCT-13

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?

☑ 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: www.opdn.org

b) Check for which roles, if any, the career pathway (or lattice) 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 early childhood and afterschool 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:

Career Pathways is a universal application for all professionals working in the early childhood and afterschool 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.

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

Career Pathways is a universal application for all professionals working in the early childhood and afterschool 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.

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

Describe:

Career Pathways is a universal application for all professionals working in the early childhood and afterschool 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.

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

Career Pathways is a universal application for all professionals working in the early childhood and afterschool field. It serves as a framework in the Professional Development Registry, which is aligned to the core knowledge and competency 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.

☑ 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 pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

☑ Infants and toddlers
☑ Preschoolers
☐ 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. There will be a point value assigned to the administrator credential for career pathway level but it has not been done yet.

☐ 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:

Option for placement to meet the SUTQ educational qualifications program standard

☐ 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/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. Early childhood includes infants, toddlers and preschoolers.

🖊 a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related 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 are within thirty (30) miles of every Ohioan through the University System of Ohio. This helps to ensure the availability of degree programs in early childhood education, school-age care and youth development. Additionally, online education has become increasingly available to Ohioans which helps support continued education for those who may be geographically isolated or have responsibilities that make it difficult to attend class in a physical location.

☐ 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, "Ohio has a number of approved educator preparation programs that lead to Ohio licensure. There are about 1,970 programs offered in Ohio and a growing number of distance programs are Ohio approved."

http://students.ohiohighered.org/content/thinking-about-online-education-program

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 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
☑ Standards set by the State/Territory higher education board

- ☑ Standards set by program accreditors
- ☐ Standards set by State/Territory departments of education
- ☐ Standards set by national teacher preparation accrediting agencies
- ☐ 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:

All Ohio institutions must be regionally accredited by the Higher Learning Commission and all colleges or departments of education in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE)or the Teacher Education Accreditation Council, TEAC. Standards for these education 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.

Many of the institutions are also approved and/or accredited by other appropriate, specialized associations or agencies. 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). http://students.ohiohighered.org/content/thinking-about-online-education-program.

☑ Trainer approval process.
Describe:

All Ohio institutions must be regionally accredited by the Higher Learning Commission and all colleges or departments of education in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE)or the Teacher Education Accreditation Council, TEAC. Standards for these education 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.

Many of the institutions are also approved and/or accredited by other appropriate, specialized associations or agencies. 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). http://students.ohiohighered.org/content/thinking-about-online-education-program.

☑ Training and/or technical assistance evaluations.
Describe:

All Ohio institutions must be regionally accredited by the Higher Learning Commission and all colleges or departments of education in Ohio are required to be accredited by either the National Council for Accreditation of Teacher Education (NCATE)or the Teacher Education Accreditation Council, TEAC. Standards for these education 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.

Many of the institutions are also approved and/or accredited by other appropriate, specialized associations or agencies. 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). http://students.ohiohighered.org/content/thinking-about-online-education-program.

☐ Other.
Describe:

☐ None.

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

☑ Yes.
If yes, describe:

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, 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. Examples of these are: the Transfer Assurance Guides (TAG) which include the Ohio Transfer Module that are for both required and elective courses. TAGs then move beyond those courses into additional hours in pre-major and major courses. Courses in a TAGs are guaranteed to transfer and apply directly to the major. There 36 Advanced Placement tests currently available from the College Board. Any Ohio student attending an Ohio public institution of higher education who scores a '3' or higher on an AP test will receive this credit, which will usually count towards the general education curriculum, and in many instances, the Ohio Transfer Module credit, or even a TAG.https://www.ohiohighered.org/transfer

☐ 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.The University System of Ohio is committed to the acceptance and awarding of college credit for military training and experience, as well as for College-Level Examination Programs (CLEP). The University System of Ohio is exploring eFolio Student Portal that could assist in creating a pathway to a college degree and portfolio to record prior-learning experience." https://www.ohiohighered.org/transfer

☐ 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.

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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.

☑ Yes.
If yes, describe:

The Professional Registry provides access to training statewide.

☐ No.

Insert web addresses, where possible:

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:

TEACH

☑ Other.
Describe:

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

☐ 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). State Support Teams and Language and Literacy specialists are funded by ODE. Health Promotion consultants are funded through ODH, and early childhood mental health consultants are funded through ODMH.

☐ 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.

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 in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for 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).

Effective Date: 01-OCT-13

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 those participating in SUTQ, those voluntarily in the Registry, and ODE teaching staff.

☐ Retention rates.
Describe (optional):

☑ Records of individual professional development specialists and their qualifications.
Describe (optional):

Limited to those voluntarily using the Registry

☑ Qualifications of teachers or caregivers linked to the programs in which they teach.
Describe (optional):

Limited to those participating in SUTQ and ODE teaching staff.

☑ Number of scholarships awarded .
Describe (optional):

Limited to TEACH awards.

☑ Number of individuals receiving bonuses or other financial rewards or incentives.
Describe (optional):

Limited to TEACH awards.

☐ 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:

Reporting functions and automatic verification of training completion are continuing to be built within the Registry. The development of the Technical Assistance Module allows access to data at the classroom level.

☐ 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 SUTQ 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 SUTQ system and early intervention credentialed by Ohio Department of Health.

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

Voluntary except for programs in the SUTQ system and early intervention credentialed by Ohio Department of Health.

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

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

Mandatory for staff of the R&R system, voluntary for other education and training staff.

☐ 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.

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

None at this time

d) **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.

 As a result of being awarded the ELCG, Ohio will contract with a vendor to complete an evaluation of the
early childhood professional development system in Ohio. Key evaluation components will include:
determining if the PD is implemented in a coordinated way, what PD is being delivered to what
audiences and how frequently, how often are early childhood professionals participating in PD, and if the
offerings are appropriate to all levels of educators.

3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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?

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

Goal #1:
Goal 1 – ODJFS will link the state professional registry for use by licensing specialists in generating reports to assist in licensing visits.

Goal 2 – ODJFS will expand the trainer/training approval system of the Ohio Professional Development Registry by requiring all Ohio approved training to be registered and approved through the Registry.