

Early Childhood Education Grant FY23 Grantee Manual



OFFICE OF EARLY LEARNING AND SCHOOL READINESS

Table of Contents

- Section 1 Introduction 4**
 - 1.1 Use of Manual4
 - 1.2 Purpose of ECE Grant4
 - 1.3 Source and Use of Funds4
 - 1.4 Allocation of ECE Grant Slots4
 - 1.5 Reallocation Process5
 - 1.6 Grant Requirements5
- Section 2: Enrollment 6**
 - 2.1 Determining Child Eligibility6
 - 2.2 Children with Disabilities (IEP)7
 - 2.3 Enrollment Deadlines8
 - 2.4 Three-year-old Waiver8
 - 2.5 Determining Family Income9
 - 2.6 Tuition and Sliding Fee Scale11
 - 2.7 Enrollment Guidance.....11
- Section 3: Attendance..... 12**
 - 3.1 Hour Requirements12
 - 3.2 Hour Waivers.....12
 - 3.4 Maintaining Attendance Records12
- Section 4: Budget..... 13**
 - 4.1 Budget Guidance13
 - 4.2. Comprehensive Continuous Improvement Process (CCIP)13
 - 4.3 Budget Revision14
 - 4.4 Object and Purpose Codes14
 - 4.5 Allowable and Unallowable Expenses16
 - 4.6 Final Expenditure Report18
- Section 5: Project Cash Requests 19**
 - 5.1 Project Cash Request Guidance19
 - 5.2 Assurances20
- Section 6: Assessment Requirement 22**
 - 6.1 Early Learning Assessment.....22
 - 6.2 Teacher Requirements for ELA22

6.3 Assessment Window22

6.4 Assessment Reporting Requirements.....22

6.5 Ready for Kindergarten Online System (KReady)23

6.6 Print Materials23

Section 7: Data Reporting and Systems 23

7.1 Data Reporting Systems Overview23

7.2 Surveys.....24

7.3 OEDS Roles24

7.5 EMIS25

7.6 EAS25

Section 8: Monitoring and Support 26

8.1 Step Up to Quality and Licensing.....26

8.2 Technical Assistance and Monitoring26

Appendix A: Timeline..... 27

Appendix B: Sample Forms 29

Section 1 Introduction

1.1 Use of Manual

The *Early Childhood Education FY23 Grantee Manual* is a comprehensive policy document providing information about grant requirements, child and family eligibility, budget, and fiscal guidance. The intended audience of the manual is the administrative staff of Early Childhood Education (ECE) Grantees who are responsible for enrolling children, maintaining required documentation, submitting program documentation, staff, and child data, and preparing and submitting budget and fiscal information.

1.2 Purpose of ECE Grant

The purpose of the Early Childhood Education Grant is to maximize a child's early educational experiences before kindergarten and provide high-quality early learning services to eligible children. Preschool programs funded through this state grant are comprehensive and designed to meet the needs of eligible children. Grant funds provide the opportunity to advance a high-quality educational program for preschool and promote academic achievement using developmentally appropriate practices.

1.3 Source and Use of Funds

Funding for the Early Childhood Education Grant in fiscal year 2023 (FY23) is \$68 million in state general revenue funds and \$5 million in casino settlement funds. Funding for the Early Childhood Education grant provides programming for 18,152 children in FY23 at \$4,000 per child/slot.

Early Childhood Education funded programs may serve children eligible for publicly funded childcare (PFCC) to extend the day beyond the 12.5 hours/week required. It is not permitted to use any other public funding source to fund the same hours for which the child is receiving Early Childhood Education funds. Please see *Section 2.2 Children with Disabilities (IEP)* for requirements regarding eligibility for preschool special education funded children.

1.4 Allocation of ECE Grant Slots

ECE Grantees will receive an award letter from the Department at the start of each new fiscal year indicating the total amount of funding that the Grantee has been awarded. Each funded child is considered one slot. One child, or slot, award amount is equal to \$4000. Grantees can calculate the number of allocated slots by dividing the total award value by \$4,000 (Ex: $\$16,000/4,000= 4$ allocated slots).

The program name and IRN identified as the recipient in the award letter is considered the ECE Grantee and is solely responsible for the allocated funding and associated slots; these slots cannot be transferred or reallocated to another entity by the Grantee. Grantees may contract services, staff or site locations where children will be served through other entities; however, the Grantee still retains ownership of the awarded slots, funding and is responsible for ensuring all Grant requirements are being met. The Department reserves the right to reallocate awarded funding under the following circumstances:

- The Grantee is unable to meet minimum enrollment requirements by December 1 of the fiscal year (75 percent or fewer of allocated slots filled or 10 or more unfilled slots)
- The Grantee fails to comply with any ECE Grant assurance or requirement.
- The Grantee has expressed in writing that they wish to return a portion or all of the program's awarded slots.

1.5 Reallocation Process

Existing Funding Reallocation

Funding due to the removal of slots by the Department or slots that have been returned by a Grantee, will be reallocated to programs located within the same geographic school district location from which the funds were removed or returned. Programs that indicate that they can serve additional children will receive additional slots based on the following priority order:

1. Programs with 100% enrollment which is comprised of more than 50% four-year-old children
2. Programs that are 5-star rated
3. If funds remain, 4 and 3 star rated programs will be considered

Programs are contacted based on the above priority order and offered additional slots with the stipulation that they be used in the current fiscal year and to serve additional 4-year-old children. If there are no programs that meet the above criteria, or if not all of the funds are able to be reallocated based on the above criteria, the remaining funds will be included in the larger pool of funds to be reallocated using the process outlined below.

Additional Funding Reallocation

Funding due to additional monies becoming available will be allocated based on the following criteria:

1. The typology rank order that was used in the most recent application process (FY18), will be used to determine the programs eligible to receive the funding.
2. Funding will be allocated based on the following percentages of the total amount of funds available:
 - a. Rural – 20%
 - b. Small Town – 20%
 - c. Suburban – 30%
 - d. Urban – 30%

Beginning with the districts at the top of each of the four demographic categories, programs within the geographic boundaries of identified high needs districts will be contacted to determine if they are able to serve additional 4-year-old children within the fiscal year. If slots are not able to be filled in any of the top 20 districts in any of the four demographic categories, the remaining slots will be distributed evenly between the remaining categories until all the slots are distributed.

1.6 Grant Requirements

All Early Childhood Education grantees must meet the following requirements:

- **DETERMINE CHILD ELIGIBILITY:** The funds must be used to provide preschool services to economically disadvantaged children whose family income falls at or below 200 percent of the federal poverty level, with the exception of children with disabilities and children with a case plan or family service plan as defined in [ORC 2151.412](#); or a child placed in Kinship Care as documented through Kinship Permanency Incentive Program payments; or a family experiencing homelessness. Grantees must keep documentation of earned and unearned income on file and use the common application/eligibility screening tool [JFS 01121 Early Childhood Education Eligibility Screening Tool](#) developed by the Ohio Department of Education and the Ohio Department of Job and Family Services. **(Section 2)**
- **HOURS:** Provide and document a minimum of 12.5 hours of service per week for the minimum school year as defined in [Ohio Revised Code 3313.48](#), which is 455 hours each grant year. The Grantee

should develop a written schedule that details start/stop dates and the specific 12.5 hours per week funded by the ECE Grant. A program may arrange to serve children through a.m./p.m. or full-day/part-day options if 12.5 hours/week is provided. Grantees must operate the ECE Grant for a minimum of six months during the fiscal year. **(Section 3)**

- **ATTENDANCE:** Maintain attendance records and make available for review by the department upon request. The Grantee must develop and adhere to an attendance policy for their specific program that includes written requirements for non-attendance of grant funded children. **(Section 3)**
- **BUDGET:** Recipients of the Early Childhood Education Grant must submit a project budget which outlines how the funds will be spent. A completed project budget must be submitted, reviewed, and approved by the Early Learning and School Readiness office prior to conducting any grant activities. A Final Expenditure Report must be completed and submitted by September 30th. **(Section 4 and Section 5)**
- **EARLY LEARNING ASSESSMENT:** Grantees serving ECE funded children are required to use Ohio's Early Learning Assessment at least twice annually (fall and spring) and report scores on [Ten Required Learning Progressions](#) for those funded children following the end of the grant year. **(Section 6)**
- **DATA REPORTING:** Grantees must report teacher qualifications, student enrollment, monthly student attendance, fall and spring Early Learning Assessment scores, disability category and demographic data through the data system of EMIS or EAS. The data system used to report is determined by the entity type that is awarded funds. Public School Districts, Community Schools, Educational Service Centers, and Joint Vocational Schools will use EMIS. Chartered Nonpublic Schools, STEM Schools and Ohio Department of Job and Family Services Licensed Programs use EAS. **(Section 7)**
- **LICENSING AND STEP UP TO QUALITY:** All ECE Grantee site locations must be Step Up to Quality rated and maintain a three-, four- or five-star rating for the entire grant award period. Grantees must be licensed and follow [OAC 3301-37](#) or [OAC 5101:2-12](#). **(Section 8)**

Section 2: Enrollment

2.1 Determining Child Eligibility

The Early Childhood Education Grant provides high-quality preschool services to eligible children in order to prepare children for success in kindergarten. Eligibility is based on children's age and family income.

Eligible children must meet the following requirements:

- A child must be a resident of the state of Ohio; however, the child is not required to live in the district of the program.
- Children must be four years of age as of October 1, 2022. Children who are age-eligible to attend kindergarten in their district of residence are not eligible to fill a grant slot.
- Grantees must obtain the child's birth certificate and retain a copy for the student's file for review by the department, and for entry into the EAS system for applicable programs. If a child's birth certificate is not in English, use a notarized translation, passport, or residency card instead. If a family is unable to locate the child's birth certificate, alternative documents may be accepted to avoid delaying service to the child while the family works to obtain a new birth certificate. Examples of alternative documents

that may be used for age verification, so long as they contain the applicants full name and date of birth, are official hospital records, insurance policies or school records.

- A child with an Individualized Education Plan (IEP) is eligible for the Early Childhood Education Grant as of his or her fourth birthday. Please note, a student who is age-eligible for kindergarten is not eligible for the grant, even if the IEP calls for another year of preschool programming.

Exceptions to the age requirement:

- If the Grantee has unfilled four-year old slots after Oct. 1, 2022, Grantees may apply for approval to fill remaining slots with children who were at least three years of age. The deadline to submit the application for approval is Oct. 15, 2022, unless otherwise communicated by the department. Grantees must make every effort to fill available slots with eligible four-year-old children. Additional information can be found in Section 2.3 Three-Year-Old Waivers. If a Grantee serves a three-year-old child through the grant one year, the child is automatically age-eligible to fill a slot the following year, even if they are not yet four by the age eligibility date.

Eligible children must meet the following family income requirements:

- The funds are required to be used to provide preschool services to economically disadvantaged children whose family income falls at or below 200 percent of the [federal poverty level](#).
- Children from families whose income is at 100 percent of the federal poverty level or below cannot be charged tuition to attend during the ECE funded hours.
- Children from families whose income is between 101 percent and 200 percent of the federal poverty level may be charged a prorated tuition determined by the grantee.
- A child with an IEP or a child placed in foster or kinship care with a case plan or family service plan as defined in ORC 2151.412 or experiencing homelessness attends the program at no cost to the family (regardless of family income level).

If the family is not currently receiving publicly funded childcare (PFCC), and is interested in applying, provide the family with a copy of the completed JFS 01121 form. Also provide the family with a copy of the [JFS 01122 Publicly Funded Child Care Supplemental Application](#) and direct them to submit required documentation to the county department of job and family services. Grantees may use PFCC funds for extended hours outside of the ECE grant required hours.

2.2 Children with Disabilities (IEP)

Preschool children with an Individual Educational Plan (IEP) receiving Preschool Special Education funds are eligible to receive Early Childhood Education funds for the same hours **only** when the following criteria are met:

- The itinerant special education services* are provided during the Early Childhood Education-funded hours.
- The special education services are provided in a general education class (taught by a general education teacher, not an intervention specialist).
- The general education classroom teacher does not also serve as the itinerant intervention specialist, even if the individual holds both licenses.
- The itinerant special education services are provided by additional staff beyond the general education and/or integrated classroom teacher(s).

*The itinerant special education services may include an itinerant intervention specialist, a speech language pathologist, an occupational therapist, a physical therapist, and/or other related service providers.

A preschool child with an IEP enrolled in a special education class that is taught by a special education teacher **cannot** also receive Early Childhood Education funds for the same hours of education even if the class meets the federal definition of a regular early childhood environment (i.e., has at least 50% nondisabled peers). A nondisabled child enrolled in preschool special education class can receive Early Childhood Education funds.

2.3 Enrollment Deadlines

The deadline to enroll children in the ECE grant is April 1, 2023. Grantees cannot enroll additional children after April 1. Exceptions to this include:

- Eligible child with an IEP.
- Eligible child with a case plan or family service plan as defined in ORC 2151.412; or a child placed in Kinship Care as documented through Kinship Permanency Incentive Program payments.
- Eligible child whose family is experiencing homelessness as defined by the McKinney-Vento Act: Individuals who lack a fixed, regular, or adequate nighttime residence and includes: 1) children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals, 2) children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation, 3) children who are living in parks, cars, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and 4) migratory children who qualify as homeless because they are living in circumstances described in 1-3 above.

2.4 Three-year-old Waiver

Grantees that are unable to fill four-year-old slots by October 1, 2022, may seek approval from the Department of Education to consider using remaining funds for three-year-old children that meets eligibility requirements. Grantees will seek approval from the Department via an application on an annual basis. The Application to Serve Three-Year-Old Children for fiscal year 2022-2023 will be accepted for consideration beginning October 1, 2022. The deadline to submit an online application is close of business on October 15, 2022. Approval by the Department is effective through June 30, 2023.

In the 2022-23 Application to Serve Three-Year- Old Children, the Grantee will be required to report to the Department:

1. Number of eligible four-year-old children enrolled in Grantee's program as of October 1, 2022.
2. Amount of Grantee's unallocated ECE award funds.
3. Number of three-year-old children Grantee is seeking approval to enroll and fund using Grantee's remaining ECE award funds.
4. Evidence showing Grantee's attempts to enroll eligible four-year-old children prior to October 1, 2022. This evidence must include an explanation of each of the following items:
 - a) Grantee's efforts to collaborate with other ECE grant funded providers, Head Start and/or childcare programs in the area to identify and enroll eligible four-year-old children
 - b) Grantee's efforts to identify and engage hard-to-reach families in the area
 - c) Additional steps Grantee will take to identify and fill allocated slots with eligible four-year-old children in fiscal year 2023-2024

The Department will review each application and approval will be made in a case-by-case basis. All applications will receive a decision about their waiver application on or before November 1, 2022.

2.5 Determining Family Income

Family income eligibility must be determined on an annual basis at either the time of enrollment or the beginning of the fiscal year (no earlier than February 1 for the following year). It is the responsibility of the Grantee to determine federal poverty level, based on the documentation provided by the family. The [Federal Poverty Guidelines](#) considers family size and family gross earned and gross unearned income to determine poverty levels.

Family size is defined as one of the following:

- All parents/legal guardians of the child residing in the home and all minor children of the parent/legal guardian who are residing in the home
- Unmarried parents of a common child who reside in the same home and all the minor children who live with them
- A foster parent and all the minor children who reside in the home

Gross earned and gross unearned income is defined as:

- **Gross earned income** is the total amount of 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. Examples include wages, salary, severance pay, bonuses, sick leave paid as wages, annual leave, holiday, and vacation pay. These include payments received before taxes and other deductions, for services performed as an employee, or by an individual as a result of self-employment.
- **Gross unearned income** is the income not earned from employment or self-employment received in the month by all members of the family. Examples of unearned income include cash contributions received by the family from persons, organizations, or assistance agencies. Examples include interest, dividends, rents, royalties, income from estates, trusts, educational assistance, alimony and child support payments, and gifts or assistance received by the family from persons, organizations, or assistance agencies, such as social security administration (SSA) disability, unemployment compensation, veteran's payments, survivor benefits, temporary workers' compensation, and pension or retirement income.

Exclude the following income from calculating the gross earned income for purposes of the Early Childhood Education Grant:

- The gross earnings of a minor child in the family or who is a full-time student as defined by the school, unless the minor is the parent
- Child support payments paid OUT by a family member for a child outside the family. Exclude the amount paid, up to the amount ordered
- Alimony paid OUT pursuant to a court order
- The verified amount garnished from the income
- Earned Income Tax Credit (EITC) payments when added to the individual's wages
- Earnings received for participation in the AmeriCorps Vista Program
- Noncash benefits (such as food stamps and housing subsidies)
- Income of a recipient of Supplemental Security Income (SSI), including the SSI payment
- Income of a child for whom federal, state, or local foster care maintenance payments are made, including the foster care and Kindship payments
- Income of a child for whom federal, state, or local adoption assistance payments are made, including the adoption assistance payment
- Income tax refunds received by any of the family members
- Any other income amounts those federal statutes or regulations require to be excluded

Guidelines for calculating gross earned income for people who are self-employed:

- Self-employment earnings are the total profit from a business enterprise. Total profit is determined by deducting the self-employment expenses (i.e., the business expenses directly related to producing the goods or services) from the gross receipts. Personal business and/or entertainment expenses are not an allowable deduction.
- In situations that an individual has self-employment income, gross earnings for the month shall be based on an estimate of the individual's gross annual earnings. Whenever possible, secure a copy of the self-employed individual's previous year's tax return. To estimate the expected earnings for the current and future months, use income listed on the previous year's tax return as well as the individual's current business records for a projection of annual gross income to be determined. The individual's gross monthly earnings shall be one-twelfth of the determined projected earnings.
- In situations where there is no previous year's tax return or when there are anticipated changes in circumstances that impact self-employment earnings, the individual must provide a projected estimate of gross earnings for the current taxable year, based on current business records that support the estimate. One-twelfth of the estimate of income for the current taxable year shall be the monthly gross earnings. In the absence of both previous year's tax return and current business records, the individual must provide a written best estimate of projected annual income and expenses. One-twelfth of the projected annual gross earnings shall be the monthly gross earnings.

Documentation

Tax forms, pay stubs, or other proof of income can be used as documentation that verifies the family income for the relevant time period (within the 12 months preceding the month in which the application is submitted). Written statements from employers, including individuals who are self-employed, can be used for verification if the family cannot provide tax forms, pay stubs, or other proof of income.

Grantees may accept a family's award letter from government programs that provide benefits to families that are 200% or below the federal poverty income guidelines. Examples include Publicly Funded Child Care (PFCC), Temporary Assistance for Needy Families (TANF), Ohio Works First (OWF), or Supplemental Nutrition Assistance Program (SNAP). The award letter should reflect the relevant time period.

If a family has no earned income, they must provide documentation to explain how they are meeting basic living expenses, including but not limited to food, housing, utilities, and transportation. Examples of acceptable documentation to support the unearned income include a housing voucher, food stamps, other public assistance, or letters verifying cash gifts. Another option is to use a zero-income statement signed by the parent/guardian. In instances where the Grantee creates its own zero-income statement, the statement must include a written description of how the parent is meeting basic living expenses, including food, housing, utilities, and transportation. Grantees can use the sample form [Zero Income and McKinney-Vento Statement](#) to meet the requirement.

Some children attend the program at no cost to the family (regardless of family income level). It is not necessary for the families of this group of children to provide income information on page 3 of the JFS 01121. They should complete the other pages of the JFS 01121 form and collect the following:

- Children with Individualized Education Programs (IEP) (retain copy of front page)
- Children placed in a foster home and have a case plan or family service plan as defined in ORC 2151.412 (retain court order)
- Children placed in Kinship Care as documented through Kinship Permanency Incentive Program payments (retain payment documentation)

2.6 Tuition and Sliding Fee Scale

Grantees must have a written sliding fee scale outlining tuition rates and fees based on poverty level and private-pay rates. The sliding fee scale should be shared with families at the time of enrollment.

The following considerations should be made regarding sliding fee scales:

- Children from families whose income is at or below 100 percent of the federal poverty level attend tuition-free and Grantees may not charge tuition or program fees, such as registration, snack, or materials fees. Grantees must refund fees collected prior to identification of eligibility.
- Children from families whose income is between 101 and 200 percent of the federal poverty level may attend on a pro-rated tuition basis. This amount must be less than the private-pay tuition rate. Grantees should apply the sliding fee scale consistently to all families enrolled who are receiving ECE funding.
- Grantees can elect not to charge tuition and fees to ECE funded children between 101 and 200 percent of the federal poverty level; however, reflect this in the sliding fee scale policy.

Grantees can waive the ECE sliding fee scale tuition payment to provide extended day services for families who are receiving publicly funded childcare (PFCC) if it is part of the written policy of the program and is applied consistently to all families receiving PFCC.

2.7 Enrollment Guidance

Student Applications: A child can begin services once the Grantee verifies the child's age and determines the family meets the income guidelines, when applicable. The designated staff should enter the child's information into EMIS or EAS by creating a student application. Student applications should be submitted by October 31 or within 30 days of enrollment. A Statewide Student Identifier (SSID) will be created or matched if the child is already in the system when the application is submitted. Please note it can take a few weeks for the child to be eligible in the EAS or EMIS system. Grantees should not wait on the eligible status as long as they have required documentation on file.

Reallocating Slots: Grantees that wish to reallocate existing slots are required to submit a [Site Location Reporting Form](#) as part of the budget approval process at the beginning of the program year. If the grantee would like to change any locations at which they are serving Early Childhood Education Grant funded children after originally submitting the budget, they must notify and receive approval from the department prior to moving the slots. Grantees should email a copy of the updated Site Location Reporting Form to their ECE Education Specialist. A budget revision is required if updates to locations changes the budget.

Unfilled Slots: It is expected that all awarded slots are filled no later than Dec. 1, 2022. Please be aware that if the grantee is unable to fill the allotted slots awarded for the year, the Department will consider reallocating those unfilled slots elsewhere to allow for additional children to be served by the grant. If child enrollment is a challenge, please contact us so that we may provide support and assistance.

Withdrawing Children: If a child withdraws from the program, Grantees must enter an enrollment end date in the EMIS or EAS. If an eligible enrolled child leaves the program and another child takes their place, this counts as one filled slot, not two, as they were not enrolled at the same time.

Section 3: Attendance

3.1 Hour Requirements

ECE Grantees are required to provide and document a minimum of 12.5 hours of service per week, 455 total hours for the school year as defined in [Ohio Revised Code 3313.48](#). The Grantee should develop a written schedule that details start/stop dates and the specific 12.5 hours per week funded by the ECE Grant. A program may arrange to serve children through a.m./p.m. or full-day/part-day options to meet the 12.5 hours per week. Grantees must operate the ECE Grant for a minimum of six months during the fiscal year. Early Childhood Education funded programs may serve children eligible for publicly funded childcare (PFCC) to extend the day beyond the required 12.5 weekly requirement. Please note that it is not permitted to use any other public funding source to fund the same hours for which the child is receiving Early Childhood Education funds.

Mealtimes such as breakfast, snacks, and lunch and recess can be included in the 12.5-hour weekly calculation. Nap time should not be included. Grantees can also use 2.5 hours twice a year for Parent-Teacher Conferences and time spent in Professional Development by ECE teachers.

Hours missed due to the student being absent or hours missed prior to the child's enrollment do not need to be made up. Grantees are responsible for making up hours lost due to calamity days or other unplanned closures. If this requirement of making up hours causes a hardship, the program should contact the [Early Childhood Education Grant](#) team to discuss the possibility of applying for a waiver.

3.2 Hour Waivers

If a Grantee is not able to meet the minimum of 12.5 hours of service per week, they must have a [department-approved waiver](#) for an alternative schedule. The department may grant a waiver under the following circumstances:

- For any Grantee for which the 12.5 hours per week schedule creates a one-time hardship; or
- For any Grantee who shows evidence they are working in collaboration with a preschool special education program and cannot meet the 12.5 hours weekly but still meets the 455 total hours. If the Department approves a waiver for an alternate schedule that provides services for less time than the standard early childhood education schedule, the Department may reduce the provider's annual allocation proportionately. Under no circumstances shall an annual allocation be increased because of the approval of an alternate schedule.

3.4 Maintaining Attendance Records

Grantees must maintain attendance records and report monthly to the Department through EMIS or EAS. The Grantee must consistently apply its own attendance policy to grant-funded children regarding withdrawal for non-attendance. Please see Section 7 for additional information on reporting attendance in the EMIS and EAS systems. In addition, the [EAS Manual](#) provides additional information on how to report attendance.

Section 4: Budget

4.1 Budget Guidance

One of the steps Grantees must complete before receiving grant funds from the Ohio Department of Education is to submit an application/budget for approval. The budget outlines how funds will be expended by reporting estimated expense amounts in object and purpose/function code categories. Grant recipients are required to submit an application and budget for approval prior to accessing funds. The Comprehensive Continuous Improvement Plan (CCIP) is a grants application and verification system that includes the Funding Application. The Funding Application contains the budget, the application, and other related pages. A completed project budget must be submitted, reviewed, and approved by the Ohio Department of Education prior to conducting any grant activities. Expenditures must be necessary, reasonable and comply with grant requirements as well as other applicable federal and state laws and regulations. Grantees should note a description of the item(s) in the budget details section in the CCIP for any amount over 5% of the total budget allocation.

Grantees must maintain fiscal control and accounting procedures to ensure the accurate accounting for and proper disbursement of funds. After the application/budget is approved, grantees submit requests for reimbursement of expenditures using Project Cash Requests (PCRs) and Final Expenditure Reports (FERs). PCRs and FERs are subject to review and reported expenditures must be supported with sufficient evidential documentation. Grantees must submit documentation upon request by the Department. Expenditures without proper support documentation are unallowable. A financial report that captures expenses for the entire grant period is required when requesting funds. The financial report will be submitted with each PCR and a year-to-date detailed (transaction level) financial report is required to be maintained for each grant separately. Grantees must account for funding on a consistent basis, in accordance with Generally Accepted Accounting Principles (GAAP) and have proper documentation. All grants are subject to state audits, reviews, and department monitoring. Grantees are required to maintain records for 3 years following completion of the activities.

Funds are based on a per child allocation of \$4,000 and calculated based on the maximum number of ECE-funded children enrolled in the program at any one time. Please note the department releases funds incrementally throughout the year and the total allocation will not be available until all slots are filled. Grantees are entitled to the full amount of their allocation as long as all slots are filled at any one point in time for one full month. Grantees are highly encouraged to request funds quarterly or throughout the school year.

4.2. Comprehensive Continuous Improvement Process (CCIP)

The Early Childhood Education Grant funding is managed in the [Comprehensive Continuous Improvement Plan \(CCIP\)](#). The CCIP is a grants application and verification system that includes the Funding Application. Access to CCIP requires four things: an OH|ID account, Ohio Department of Education profile, access to the CCIP application and the proper role in the Ohio Educational Directory System (OEDS). The person named as the OEDS Administrator needs to assign the role of CCIP Authorized Representative or CCIP Fiscal Representative to program personnel in OEDS. Grantees that use the Enterprise Application System (EAS) can be assign roles by using the Personnel tab in EAS. The CCIP Authorized Representative or CCIP Fiscal Representative is the person that has the ability to enter, revise, and manage a Grantee's CCIP.

It is important that contact information remains current in the CCIP at all times. This will ensure the appropriate person receives all communication from the Department of Education. Grantees can assign and update roles in the CCIP via the Ohio Educational Directory System (OEDS). Only persons who are assigned a role in the CCIP can be selected as a grant contact for the grantee's organization.

4.3 Budget Revision

A [budget revision](#) is necessary if any cost to a given category increases or decreases by 10 percent or more after the budget has been approved. Revisions must be electronically submitted through the CCIP and can be submitted at any time throughout the year. The budget revision must include a narrative description in the history log of the CCIP justifying the change. Please check with the grants program office contact listed in the CCIP to confirm the last day a budget revision will be accepted in a particular fiscal year.

A separate Substantially Approved Date will apply to any budget revisions. Grantees are able to charge obligations in accordance with the revised budget as of the revised budgets substantially approved date. Note that the grant's original substantially approved date does not change. However, be mindful of expenses that have incurred under any previous budget since changes made in subsequent revised budgets affect expenses already incurred. The amendment is effective on the day it is received by ODE in substantially approvable form. All amendments are subject to negotiation and approval by ODE. ODE does not guarantee approval of requested revisions. Expenses incurred prior to the budget revision are not reimbursable, so it is very important to budget correctly prior to incurring expenses.

4.4 Object and Purpose Codes

Grantees should review program expenses and determine how they plan to allocate the total amount of awarded funds. The budget is divided into object and purpose codes. Definitions of object and purpose codes are provided in this section and give Grantees an understanding of what items belong in each line item on the budget grid(s). The [Grant Administration](#) webpage provides additional information in the [Budgeting and Required Support Documentation](#) guide.

Object Codes

Object Codes are used to identify expenditures for goods and services. Object codes include salaries (object 100), employer paid fringe and retirement (object 200), purchased services (object 400), supplies (object 500), capital outlay (object 600) and other and indirect costs (object 800).

100 Salaries: Amounts paid to employees of the grantee who are in positions of a permanent nature or hired temporarily, including substitutes for those in permanent positions. This includes gross salary for all services rendered while on the payroll of the program. Remember to budget staff members who are employees of a management company under Purchased Services.

200 Retirement Fringe Benefit: Amounts paid by the employing grantee on behalf of employees. These amounts are over and above the gross salary. Such payments are not paid directly to employees but may be part of an agency's personnel costs. (Example: Workers' compensation, Medicare, retirement, health insurance)

400 Purchased Services: Amounts paid for personal services rendered by persons who are not on the payroll of the grantee and for other services which the grantee may purchase. This includes staff members who are employees of management companies. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided to obtain the desired results. This includes services provided by other agencies. (Example: Professional services, travel, advertising, utility services, repairs, internet, postage, telephone) The department reserves the right to request a competitive market analysis for any purchased services.

500 Supplies: Amounts paid for expendable materials that are consumed, worn out or may deteriorate in use. (Example: General supplies, books, electronic subscriptions, fuel)

600 Capital Outlay: Expenditures for new or replacement equipment and furnishings. (Over \$5,000 unless LEA has a more stringent policy in place). Per federal guidelines, capture computing devices with a total acquisition cost to the grant of less than \$5,000 under object 500 Supplies in the budget.

800 Other: Amounts for goods and services not otherwise defined above. Included are expenditures for membership in authorized associations and organizations, and costs associated with obtaining birth certificates if desired.

Purpose Codes

Purpose Codes are a broad area of activity codes into which expenditures can be classified in the CCIP (Continuous Comprehensive Improvement System) budget. These codes describe the activity a person performs or the purpose for which an expenditure is made. They include the activities or services which are performed to accomplish the objectives of the grantee. These classifications assist the grantee and the department by providing the capability of comparing costs through the setting up of ratios or measures for estimation and projection.

Instruction: The activities/costs directly related to teaching or the interaction between teacher and child. This includes aides or classroom assistants of any type who assist in the instructional process. Costs for services provided by teachers, teacher aides, substitutes, such as salaries, retirement, benefits, and supplemental contracts. Also include supplies, materials, technology, and equipment for teaching.

Support Services: Services that provide technical and logistical support to facilitate and enhance instruction. This includes expenses for program support, curriculum services, secretaries, health services, food services and library/media services. This is also where to budget the cost of obtaining birth certificates.

Governance/Administration: This category is meant for supervisory employees whose grant specific work is identified and tracked directly as a grant expense, such as program oversight and/or direct program supervision. For an employee whose work is not dedicated 100% to the grant, keep detailed activity reports that show times and activities the employee performed on each day. Calculate the appropriate percentage and charge the grant accordingly – up to the maximum amount. Activity reports must be available upon request by the department. Total indirect and direct governance/administrative costs cannot exceed 15% of the grant.

Professional Development: Learning experiences designed to help personnel develop knowledge, skills, attitudes, and behaviors that enhance student success. This includes purchased services related to costs for program-related staff development, such as travel, meals, lodging, stipends, substitute teacher and teacher mentors. Place memberships in organizations in this purpose code within the “Other” Object code.

Family and Community Involvement: Activities and programs designed to encourage families and communities to become more involved in education. Expenses may include parenting skills training, family literacy, family liaison, parent mentor, truancy officer, communications and purchase of materials that increase student achievement.

Safety: Activities that contribute to creating a safe environment for all persons involved in an educational experience. This includes school safety equipment.

Facilities: Costs for the provision of appropriate facilities. These may include the costs of acquisition, maintenance, upgrading and custodial care of physical facilities and property.

Transportation: Costs associated with transporting children to and from the program and program-related activities.

Nonpublic: Not allowed in this grant.

Indirect Costs: Use this category for expenditures related to fiscal operations, human resource functions, process management, along with directing and managing the operation of the organization. Budget indirect costs in object 800. Total indirect and direct governance/administrative costs cannot exceed 15% of the grant. The department will review mass termination/retirement expenses on a case-by-case basis.

Restrictions to the Budget include:

- **Governance/Administrative:** Costs may not exceed 15 percent of the total budget for non-instructional services and activities; including planning, administration, professional development, and interagency coordination. Indirect costs may not exceed 15 percent of the total budget. If a Grantee charges both governance/administrative and indirect costs, total governance/administration and indirect costs combined may not exceed 15 percent.
- **500 Supplies:** Supplies should not exceed 10% of the budget. Grantees that request more than 10% of funding for supplies must provide a detailed rationale for approval in the CCIP and will be approved or denied based on Department discretion.
- **600 Capital Outlay:** Expenditures must be for new or replacement equipment and furnishings costing more than \$5,000 of ECE Funds. Requests for capital equipment must include a narrative justification in the funding application describing how purchase is needed to provide high quality services. Identify the specific item(s) and the improvement(s) that will occur because of the purchase(s). Notify the Ohio Department of Education prior to the disposal (i.e., sale, trade-in) of property purchased with more than \$5,000 of ECE funds. The Department will provide direction on next steps, depending on the nature and value of the item.

4.5 Allowable and Unallowable Expenses

Allowable Expenditures include:

- Instructional materials and supplies directly related to the program for the qualifying children
- Meeting and maintaining developmentally appropriate practices in early childhood programs as set forth in the Early Learning Development Standards
- Meeting and maintaining Step Up to Quality requirements, including professional development hours curriculum and assessment tools or staff requirements
- Nutritional supplies beyond those provided by other available sources; healthy snacks as program dictates for events such as parent nights and workshops
- Salaries and fringe benefits for teachers, assistants/aides, or early childhood specialists for qualifying children
- Transportation for qualifying students enrolled in the program. Transportation can include to and from the program site and transportation for educational enrichment experiences and opportunities
- Vehicle costs:
 - Grantees that receive initial or additional funding for a fiscal year can purchase new or replacement vehicles to support the needs of the children served.
 - Grantees with a consistent level of funding as the previous fiscal year can purchase replacement vehicles only.

- Prior to purchasing a replacement vehicle, submit a description of the vehicle being replaced, trade-in documentation and a justification for the need for a replacement vehicle to the department for approval.
 - Grantees must use all vehicles purchased (new or replacement) for the sole purpose of transporting children. Grantees may not use vehicles for personal use under any circumstances.
 - Title all vehicles in the name of the organization. Grantees may not title a vehicle in the name of an individual under any circumstances.
- Health support services (e.g., dental clinic, vision/hearing screenings for children)
 - Professional development/in-service training for teachers/staff of the ECE Grantee
 - Office supplies and materials
 - Communications for early childhood education-related activities
 - Printing of any ECE related classroom materials, registration forms, parent notifications, etc.
 - Family engagement activities (e.g., parent workshops, parent nights or other parent focused activities)
 - Building renovations for spaces where children attend (e.g., classrooms, children's restrooms, large muscle room, playground)
 - Equipment and computers for instructional services
 - Building/facility maintenance (physical facilities and surrounding property)

Unallowable Expenditures include:

- Expenditures that exceed the total approved application budget
- Enrollment incentives
- Purchasing new buildings or real estate property
- Building renovations for spaces where children do not attend (e.g., administrative offices, kitchen, staff break rooms or staff restrooms)
- Funds that supplant the purchase of supplies or food provided by a school district or program for children participating in the free and reduced-price food program (breakfast and/or lunch)
- Funds that supplant preschool special education program dollars
- College coursework for any program staff member

The table below provides guidelines to determine if a proposed expense is allowable for the ECE Grant.

	100 Salaries	200 Retirement Fringe Benefits	400 Purchased Services	500 Supplies	600 Capital Outlay	800 Other
Instruction	✓	✓	✓	✓	✓	
Support Services	✓	✓	✓	✓	✓	✓
Governance/ Administration	✓	✓	✓	✓	✓	✓
Professional Development			✓	✓		
Family and Community Involvement	✓	✓	✓	✓		
Safety			✓	✓	✓	
Facilities			✓	✓	✓	✓
Transportation	✓	✓	✓	✓	✓	
Nonpublic						
Indirect Cost						✓

4.6 Final Expenditure Report

At the end of the grant period, Grantees are required to submit a [final expenditure report \(FER\)](#). A FER must be submitted to show how grant funds were expended during the grant period. Any unused funds will be reported on the FER and funds do not carry over to the next year. Grantees should complete the FER online in the CCIP after the end of the fiscal year (June 30th). Each funding application within the CCIP has its own separate FER. The FER must be submitted no more than 90 calendar days after the end date of the grant, Sept. 30.

Failure to submit the FER in a timely fashion or resolve outstanding issues may result in one or more of the following:

- a. Temporary suspension or termination of program operations and/or cash payments
 - b. Audit findings
 - c. Identified as high risk for monitoring
 - d. Impact on District Efficiency Rating (DER) and competitive funding levels
- *Note there will be no payment penalty unless funds have de-obligated (expired).

The FER should report the following:

- ALL allowable grant expenditures obligated by the project end date as designated in the grant agreement or CCIP history log
- Allowable expenditures spent (or liquidated) by the designated liquidation date as indicated in grant agreement

The FER should not report:

- Encumbrances, unpaid invoices, etc. that are outside the grant period of availability
- “Cash basis” expenditures that do not meet criteria, including unpaid encumbrances

Grantees should consider the following when completing a FER:

- The amounts reported on the FER must match or agree with the Grantee’s accounting system records.
- Grantees may report up to 10 percent more than that approved in the budget by object. For example, under object code 100, the total amount approved for salaries is \$1,000. The amount reported on the FER could reflect 10 percent more, resulting in a total of \$1,100 for salaries. This is the 10 percent rule.
- The department will not approve a FER for a “current-year” project before the FER for a previous project has been submitted/approved.
- A FER must be completed/submitted even if no monies were spent (zero expenses).
- If the funding agency has closed (or de-obligated) the grants, payments will not be made. It is imperative that FERS are submitted by the due date and any discrepancies and/or documentation requests are resolved in a timely manner. Contact the [Ohio Department of Education Office of Grants Administration](#) with questions regarding closed grants.
- Unspent funds from the Early Childhood Education Grant do not carry over from one fiscal year to the next.
- Project Cash Requests cannot be created once the Fiscal Representative changes the application status to FER Draft Started. This applies to all grants included in the specified funding application.
- If the FER has been started and needs cancelled, please contact a [Grants Management consultant](#). If the FER cannot be cancelled, any negative balance due to the grantee will be issued when the department approves the FER is approved.
- The department approves FERs in the order received.
- For step-by-step directions to complete the final expenditure report, please access the [Grant Administration](#) website.

Section 5: Project Cash Requests

5.1 Project Cash Request Guidance

After incurring allowable expenditures under the ECE grant, grantees request funds by submitting a [Project Cash Request \(PCR\)](#) online through the CCIP. Funds requested must be for allowable expenses under the grant that were approved in the grant application and budget. Grantees should only request funds for allowable expenditures that are properly documented and ensure all receipts be in alignment with the category against which it is being charged. All expenses charged to the grant must be for obligations entered into after the substantially approved date. **Expenses do not need to be pro-rated to reflect the number of ECE-funded students versus the total number of students benefitting from the expense.**

Please keep in mind that Grantees can only draw down funds for the number of Early Childhood Education-funded children that are served in the program. This will assure that Grantees do not receive funding for unfilled slots, resulting in an overpayment of funds. Grantees must report the number of Early Childhood Education Grant-funded children served during the fiscal year via EMIS/EAS, as applicable. If the Grantee draws down more funds than allowable, the Grantee will be required to reimburse the department the difference between the amount they should have received and the amount they were actually reimbursed. Grantees will be reimbursed for slots that have been vacated; however, cannot draw down funding for students served in excess of the allocated number of slots. Grantees may use highest enrollment numbers

from any day in the period the PCR covers. For example, a Grantee has \$40,000 (10 slots) allocated to them. The maximum number of Early Childhood Education Grant-funded children enrolled at one time is five. The Grantee can only draw down \$20,000 total for the fiscal year. If an eligible enrolled child leaves the program and another child takes their place, this counts as one filled spot, not two, as they were not enrolled at the same time

Grantees should capture expenses for the entire grant period in a detailed financial report using a program such as QuickBooks, Excel, etc. The financial report should be submitted with each PCR and grantee should add new expenditures each month. The Sample Financial Sample Financial Data Spreadsheet is an example of a financial report.

Proper documentation should be submitted with each PCR. Failure to maintain and provide proper documentation will result in expenses being unallowable. Please use the chart below to help determine when an expense is obligated and examples of the type of documentation required:

Expense Type	Obligation is made:	Example of Type of Documentation Required
Employee Salaries	When work performed	Timecards, paycheck stub, cancelled check
Fringe	When service provided	Invoice, cancelled check or bank/credit card statement
Purchased Services	When contract fully executed by all parties	Signed contract, invoice, cancelled check or bank/credit card statement
Supplies	When order is placed	Invoice/receipt, cancelled check or bank/credit card statement
Capital Outlay	When contract fully executed by all parties	Signed contract, invoice, cancelled check or bank/credit card statement
Other	When contract fully executed, order placed, or service provided	Signed contract, invoice, cancelled check or bank/credit card statement

5.2 Assurances

All requests are governed by the Cash Management Improvement Act ([codified as 31 CFR part 205](#)), 2 CFR 200, EDGAR, and state regulations. Together, these guidance pieces outline the requirements and regulations that must be adhered to when submitting a PCR. When a Grantee submits a cash request, the Grantee agrees to all the requirements and regulations outlined in the program and project cash request assurances. Grantees are responsible for reading and understanding all assurances. A summary of the assurances relevant to the project cash request follows.

Project Cash Request Assurances:

1. Advance funds must be for immediate cash needs and will be disbursed within five days of receipt.
2. Grantees may submit cash requests in July, August, or September to liquidate obligations for a “previous year” grant, but all obligations must have been entered before June 30th.
3. The period of availability begins on the Grantees substantially approved date and ends June 30th. All obligations were entered on or after the grants substantially approved date, prior to the grant ending date, and liquidated (paid) by September 30 or as outlined in the grant agreement.

4. The Grantee may request multiple advances in one month. Any negative balance plus funds to meet immediate cash needs can be requested. Advance funds must be liquidated within five days of receipt.
5. Advance payments must be as close as is administratively feasible to the actual disbursements. Advances must be pro-rated to meet immediate cash needs and advance funds must be disbursed within five days of receipt.
6. The Grantee acknowledges and agrees to the terms and conditions in the grant assurances

Grantee/Grant Assurances:

1. The Grantee will accept funds and administer the program in accordance with Federal and State statutes, regulations, program plans, grant agreements, applications, and amendments.
2. The Grantee will maintain records and provide access records in the conduct of audits authorized by Federal Law or State Statute. Grantee shall maintain records for 3 years following completion of the activities for which the grantee uses the federal or state funding. View guidance on required support documentation on the Ohio Department of Education website.
3. The Grantee has until Sept. 30th to pay obligations that existed prior to June 30th.
4. All expenditures (or monies spent) that are charged to the grant provide benefit to the grant during its "period of availability". For obligations entered late in the year, the Grantee must be able to show how the expense will benefit the current grant period.
5. A PCR cannot be submitted, and likewise will not be approved, if the Final Expenditure Report (FER) for a previous project is delinquent. FER discrepancies must be corrected in a timely manner. It is imperative that FER's are submitted on or before the due date.
6. The Ohio Department of Education may not be able to pay on grants that have been closed (or de-obligated) either by the Federal Agency who awarded the grant; or, by the state when the state's appropriation authority has lapsed.
7. The Ohio Department of Education operates under state payment rules. As a result, the Department will not make payments of \$2.00 or less. Likewise, unspent monies of \$1.00 or less are not required to be refunded by the grantee.

Failure to adhere to grant assurances could result in unallowable expenses, repayment of funds, or temporary suspension of advances and/or grant payments.

Section 6: Assessment Requirement

6.1 Early Learning Assessment

Ohio's Early Learning Assessment (ELA) is a tool for teachers of preschool-age children to identify the current level of each child's skills, knowledge, and behaviors in the areas of Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being, and Motor Development, as well as the Fine Arts. The ELA is directly aligned to Ohio's Early Learning and Development Standards (ELDS) and is required to be used for assessment and progress-monitoring twice annually for Preschool Special Education (PSE) and Early Childhood Education (ECE) grant funded children. ECE programs must assess and report the Ten Required Learning Progressions during the fall and spring assessment windows. The Ten Required Learning Progressions is a subset of the comprehensive ELA and include 24 skills, knowledge, and behaviors (SKBs). The full ELA is a comprehensive assessment and may be used in its entirety in any preschool program to meet the Step-up-to-Quality (SUTQ) assessment requirements.

6.2 Teacher Requirements for ELA

There are several professional development opportunities for early care and education professionals to learn about the Early Learning Assessment (ELA). Professionals should choose the training that best fits their needs and use of the ELA. Prior to rating children, educators who will use the ELA to make scoring decisions must successfully complete The Early Learning Assessment (ELA) Initial Training that includes demonstrating reliability on a video simulator and passing a content knowledge test. Assistant teachers, paraprofessionals and educational aides that are supporting a fully ELA-trained teacher can attend the Early Learning Assessment for Support Teachers. Additional information can be found at [Early Learning Assessment for Teachers](#) or email ELAHelp@education.ohio.gov for registration.

6.3 Assessment Window

The *assessment* window is a general time period when teachers collect data. The *reporting* window is the time period when programs enter the assessment data, they have collected into the EMIS or EAS reporting system.

The ELA can be used at any time throughout the calendar year. The year is divided into four assessment windows. Two of these windows are also reporting windows. We strongly recommended that teachers collect data throughout the year, even during winter and summer, for a fuller assessment of the child's progress.

Assessment Window	Requirement
Fall: Aug. 15 – Nov. 14	Required for reporting
Winter: Nov. 15 - Feb. 14	Ongoing for best practice
Spring: Feb. 15 – May 14	Required for reporting
Summer: May 15 - Aug. 14	Ongoing for best practice

6.4 Assessment Reporting Requirements

ECE Grantees must report the Ten Required Learning Progressions (24 SKBs) on ECE funded children twice a year. Teachers will collect observations and assign ratings during the assessment window. Once the window is closed, ratings, or scores, must be reported into EMIS or EAS. Programs can use the Ready for Kindergarten Online (KReady) system Learning Progression Report or Early Learning Assessment Bridge Form to enter data. Grantees that report to EMIS should follow the [EMIS calendar](#) for specific guidance on deadlines. Grantees that report to EAS should report Fall ELA scores by January 15, 2023, and Spring ELA scores by June 15, 2023. [The Early Learning Assessment for Administrators](#) has additional information on reporting.

6.5 Ready for Kindergarten Online System (KReady)

The Ready for Kindergarten Online (KReady) system is a comprehensive assessment system that contains the Early Learning Assessment (ELA) and the Kindergarten Readiness Assessment Revised (KRA-R). KReady stores student demographic and assessment information as well as professional development resources on the ELA. The data collection side allows programs to assign ratings to students, collect and analyze data and create various reports. The professional development side includes training modules, the two assessments need for reliability, technology guides, and instructional resources.

A data manager is the individual who has access to teacher and student information in KReady. It is this person's responsibility for adding teachers, students, and enrollment data. The data manager is the person that will create a teacher's account needed for the Early Learning Assessment (ELA) Initial Training.

Any ODE and ODJFS licensed program need to have access to use KReady. Programs new to using the KReady system should have the program administrator contact the Help Desk for assistance on getting started. Please call ELA Help Desk at 844-K12-OHIO (844-512-6446) or visit <http://www.ohio-k12.help/>.

6.6 Print Materials

Electronic materials are available from the Ready for Kindergarten Online (KReady) Professional Development site. For more information on how to access the materials and printing guidance, please see the [Accessing Early Learning Assessment Print Materials](#).

Printed copies of Ohio's *Comprehensive Early Learning Assessment* (ELA) and/or Ohio's *ELA Ten Required Learning Progressions* are now available. Administrators, data managers or test coordinators in OEDS or OCLQS can order materials by completing the [Early Learning Assessment Order Form](#).

Section 7: Data Reporting and Systems

7.1 Data Reporting Systems Overview

There are several systems and applications that ECE Grantee programs must use for data reporting purposes. These systems include:

- **Ohio Administrative Knowledge System (OAKS)** – The State's Enterprise Resource Planning system which provides central administrative business services. Grantees must register in OAKS to do business with the state of Ohio.
- **Ohio Educational Directory System (OEDS)** - The Ohio Educational Directory System (OEDS) is a decentralized directory data system in which organizations (grantees) maintain their own data. Along with the Superintendent and Treasurer roles, the OEDS Administrator has the needed privileges to assign roles to other program staff within the CCIP, EMIS and EAS systems.
- **OH|ID**- a "single sign on" for ODE customers that allows access to various accounts and applications on the ODE website in a convenient way. It provides an electronic signature authority, as well. OH|ID used to be referred to as the SAFE account.
- **Education Management Information System (EMIS)**- a statewide data collection system for Ohio's primary and secondary education, including demographic information, attendance, course information, financial data, and test results. Public School Districts, Community Schools, Educational Service Centers, and Joint Vocational Schools will use EMIS to report child, teacher, and program data.

- **Enterprise Application System (EAS)**- the statewide data system used by Chartered Nonpublic Schools, Ohio Department of Job and Family Services licensed programs and STEM Schools to report child, teacher, and program data.

7.2 Surveys

Legislation requires the Ohio Department of Education to conduct a survey to capture enrollment, tuition and fees and program data twice a year. The Fall survey collects the number of ECE grant funded children currently enrolled in the program. The information will determine if unfilled slots should be reallocated to programs with the capacity to serve more children, to assure all available slots are used. It is expected that all slots are filled no later than Dec. 1, 2022. The Spring survey collects information on the enrollment for the year, sliding fee scale and tuition. The department reserves the right to require reporting from any and all grantees.

7.3 OEDS Roles

The OEDS system is where Grantee programs will find several key applications. To begin, the organization must assign an OEDS Administrator. The OEDS Administrator will be responsible for assigning roles to program staff that are responsible for entering budget information in the CCIP and assigning access to EMIS or EAS.

Roles in OEDS:

- **OEDS Organization Administrator:** the OEDS Administrator has the needed privileges to assign roles to other program staff within the CCIP, EMIS and EAS systems.
- **CCIP Authorized Representative-** lead person with ultimate responsibility in an organization. This person gives final approval to the Funding Application, Budget Revision Requests, and the Final Expenditure Report. The Superintendent is the equivalent to this role in a school district.
- **CCIP Fiscal Representative-** is the person in an organization who has ultimate responsibility for fiscal matters. This person gives approval to the Funding Application, Budget Revision Requests, Project Cash Requests, and the Final Expenditure Report. The Treasurer is the equivalent to this role in a school district.
- **Coordinator- EMIS** person responsible for the accuracy, completeness, and transfer of EMIS data, including child, teacher, and program data.
- **Data Entry- Early Childhood Education-** person responsible for reporting child, teacher, and program data in EAS.
- **Assessment Data Manager- Preschool and Kindergarten-** the individual who has access to teacher and student demographic information for the Early Learning Assessment in the Ready for Kindergarten Online (KReady) system. It is this person's responsibility to add teachers, students, and enrollment data in KReady.

The [CCIP Manual and EAS Manual](#) contains additional information on how to access the database and roles.

7.5 EMIS

Public School Districts, Educational Service Centers, Joint Vocational Schools, Community Schools, and Department of Developmental Disabilities will use the EMIS system for grant requirements such as reporting children, teachers, and program data. EMIS users should refer to [EMIS](#) webpage for resources and additional information on the system.

7.6 EAS

Chartered Nonpublic Schools, STEM Schools and Ohio Department of Job and Family Services licensed programs will use EAS for grant requirements such as reporting children, teachers, and program data. Before using EAS, the proper roles must be assigned in OEDS. Access to EAS is done through an individual's OH|ID account once their role is established. The *Data-Entry- Early Childhood Education* role is needed to enter program data. In addition to the role in OEDS, Data Entry staff will need to request the ELE Provider Applicant tile to be able to enter data. When requesting access please provide the Grantee name and 10-digit identifier along with your name and your role in your organization. Grantees WILL NOT BE ABLE to enter any data until the application is approved from an ECE team member. The [EAS Manual](#) provides step-by-step directions. If you have questions or challenges accessing EAS, reach out to the ECE team at EarlyChildhoodEducation@education.ohio.gov and they will be able to provide you with assistance.

Provider Application

Grantees that use EAS must complete a Provider Application in the EAS system annually. Provider applications are due within 30 days after notification of initial award, or July 30. The OEDS Administrator is the only role that has access to begin the Provider Application. The OEDS Administrator will need to assign the personnel who will have access to the system and that enter provider, teacher, and student information. The personnel should have an OH|ID account and will need to have the role associated with the function in OEDS. For example, the person responsible for CCIP information will have the role of CCIP Authorized Representative or CCIP Fiscal Representative assigned to them in OEDS. In addition to personnel responsible for data entry, the Provider Application also requires the OEDS Administrator to enter teaching staff into the system. OH|ID accounts are not required for teaching staff, but Grantees may find it helpful. Please visit the [EAS Manual](#) for additional information.

Student Application

Once the Provider Application is approved, Grantees may begin to create Student Applications for the children enrolled in the ECE grant for the current year. The Student Application will initiate the assigning of an SSID to a student. Grantees can begin to enter attendance once the Student Application is in the Under Review status. The [EAS Manual](#) will provide additional information on how to enter student information.

Section 8: Monitoring and Support

8.1 Step Up to Quality and Licensing

Meeting required licensing standards with ODE or ODJFS is the foundation and first step to providing high-quality care. In addition to maintaining a good standing with licensing, all ECE grantees are required to be Step Up to Quality-rated and maintain a 3-, 4-, or 5- star rating. Any Grantee that does not meet the legislative requirements of being highly rated will be placed on a corrective action plan. The corrective action plan will include a scheduled plan for monitoring by the Department of Education, any required documentation, and the name and signature of the person responsible for implementing the corrective action plan. Grantees will be given a timeframe to become rated based on the Step Up to Quality standard not met. Failure to obtain a high-quality rating within 6 months will result in a loss of funding.

8.2 Technical Assistance and Monitoring

The Early Childhood Education Grant team is available to support grantees with implementing the ECE grant through on-site visits, webinars, email, phone, and professional development. The ECE team wants to ensure grantees have the tools and resources needed to carry out grant requirements. The department will monitor program requirements throughout the grant year and grantees should be prepared to comply with all monitoring procedures as outlined by the department. Failure to comply with ECE grant requirements could result in being placed on a corrective action plan and possible administrative sanctions, including, but not limited to, suspension of cash payments for the grant, suspension of program operations and/or, termination of project operations, as necessary.

Appendix A: Timeline

MONTH	ITEMS TO COMPLETE
JULY	<ul style="list-style-type: none"> • Finalize calendar that details start/stop dates and the specific 12.5 hours/week for 455 hours for year. • Review and adjust sliding fee scale policy for year and communicate to families. • Confirm lead teachers that are making scoring decisions on the Early Learning Assessment (ELA) have been trained. • Submit Provider Application (EAS Users). This can begin once a grantee receives the FY 23 Award Letter. • Begin entering Student Applications once Provider Application is approved (EAS). • Complete the Site Location Form and prepare CCIP budget. • Submit CCIP Funding Application prior to incurring reimbursable expenses.
AUGUST	<ul style="list-style-type: none"> • Submit Provider Application (EAS Users), if not completed. • Submit CCIP Funding Application prior to incurring reimbursable expenses. • Prepare Final Expenditure Report (FER) for prior year. • Check EMIS calendar for prior Spring ELA collection deadline.
SEPTEMBER	<ul style="list-style-type: none"> • Deadline to submit prior year Final Expenditure Report (FER) – Sept. 30. • Deadline for EAS users to submit Provider Application- Sept. 30. • Begin the Early Learning Assessment (ELA) Ten Required Learning Progressions on students.
OCTOBER	<ul style="list-style-type: none"> • Review student files to ensure each contains JFS 0112 Early Childhood Eligibility Screening Tool, birth certificate and family income verification (Oct. 1) • Submit all student applications for children being served- Oct. 31. • Requests to serve Three-Year-Old students Application open (Oct. 3 to Oct. 17). • Submit quarterly Project Cash Request (PCR).

NOVEMBER	<ul style="list-style-type: none"> • Complete Fall Survey (Nov. 7-18). • Finalize Ten Required ELA on students (KReady window closes Nov. 14).
DECEMBER	<ul style="list-style-type: none"> • Enter ELA scores into EMIS or EAS.
JANUARY	<ul style="list-style-type: none"> • Deadline to submit ELA scores in EAS - Jan. 15 • Submit quarterly Project Cash Request.
FEBRUARY	<ul style="list-style-type: none"> • Start date to begin collecting income documentation for FY24 enrollment- Feb. 1. • Begin Spring Ten Required ELA assessment. KReady spring window opens Feb. 14.
MARCH	<ul style="list-style-type: none"> • Begin to recruit families for FY 23-24 year. • Check EMIS calendar for ELA collection deadline.
APRIL	<ul style="list-style-type: none"> • Prepare for spring survey by gathering enrollment and tuition break down. • Deadline to enroll new students -April 1.
MAY	<ul style="list-style-type: none"> • Respond to Spring Survey (open May 1-May 13). • Submit quarterly Project Cash Request. • Finalize Ten Required ELA on students. KReady spring window closes May 14. • Finalize Student Application submissions- May 30
JUNE	<ul style="list-style-type: none"> • Deadline to enter ELA scores in EAS - June 30 • Submit remaining Project Cash Requests (Deadline to submit for all expenses for FY23 is June 30). • Begin to prepare for Final Expenditure Report.

Appendix B: Sample Forms

Early Childhood Education Grant Income Eligibility Worksheet

This worksheet is designed to assist Early Childhood Education grantees in determining income eligibility for children and families. This worksheet is not required to be completed but is provided as a resource tool.

Early Childhood Education grantees should begin by asking families to complete the required [Early Childhood Education Eligibility Screening Tool](#) (JFS 01121). The information families provide will help programs determine income eligibility. Families with children that have an IEP, or in foster or kinship care do not need to complete the income section (page 3) of the document. Copies of the IEP and case plan or family service plan as defined in ORC 2151.412, the Kinship Permanency Incentive Program, must be on file for review. Grantees should write “McKinney- Vento” on the JFS 01121 form if a family is experiencing homelessness and attempt to collect what information they can. Families that do not have earned or unearned income should complete a zero-income statement. Grantees may use the [Zero Income and McKinney-Vento Statement](#) sample form.

Child's Name	Birthdate between 8/2/2017 and 10/1/2018	Age Verification Document on File

Family Size

Number of parents/legal guardians of the child who reside in the home. (This includes married and unmarried parents of the common child.)	
Number of all minors of the parents/legal guardians	
Family Size Total	

Family Income: Determination is based on both gross earned and unearned income received in a month by all the employed individuals in the family.

Gross Earned Income Total for All Employed Individuals (Must have one of the following)	Documentation on File	Amount
Employment (two consecutive pay stubs; W2 form) OR		
Self-employment (W2 form or current business records estimating income) OR		
Award letters for SNAP, OWF, TANF that meet the 200% or below poverty level		
Total Gross Earned Income:		

Gross Unearned Income Total for All Employed Individuals (Leave blank if not applicable)	Documentation on File	Amount
Child support – child support letter and documentation of receipt		
Unemployment Benefits – award letter		
Social Security Administration Disability – award letter		
Ohio Works First (OWF) Cash Assistance – award letter		
Veteran’s Payments – award letter		
Survivor Benefits – award letter		
Alimony – award letter		
Pension or Retirement Income – award letter		
Other		
Total Gross Unearned Income:		
Total Gross Income and Gross Unearned Income:		

Families without Earned or Unearned Income or McKinney-Vento Act	Documentation on File
Zero Income Statement	
McKinney-Vento Statement	

Family Size	Federal Poverty Level

Zero Income and McKinney-Vento Statement

Families with no income must provide a written explanation of how they are meeting basic living expenses, including food, housing/shelter, utilities, and transportation.

The McKinney-Vento Act provides resources for children of families that are experiencing homelessness. Preschool students experiencing homelessness are eligible for immediate enrollment in programs with Title 1 funding. Homelessness is defined as:

Individuals who lack a fixed, regular, or adequate nighttime residence and includes:

1. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation.
3. Children who are living in cars, parks public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in 1-3 above.

I, _____, verify that neither I nor any member of my family earns/receives any income.

I, _____, verify that my family meets the definition of homelessness.

Briefly describe how your family is meeting food, housing, utilities, and transportation needs:

I certify that the information above is complete and accurate to the best of my knowledge. I understand that if I knowingly give false information or misrepresentation of my income, it may result in disqualification.

Parent/Guardian Printed Name: _____
Parent/Guardian Signature: _____ Date: _____

Witness Printed Name: _____
Witness Signature: _____ Date: _____

Sample Budget

	Salaries 100	Retirement/ Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800
Instruction	<i>Teacher and aide salaries</i>	<i>Teachers'/Aides' health and dental insurance</i>		<i>Resources for student use consumable supplies, books, manipulatives, and software packages</i>	<i>Classroom equipment or furniture for direct student instruction greater than \$5000</i>	
Support Services	<i>Substitutes, program support, curriculum services, paraprofessionals, secretaries, custodial, health, food, and library media services</i>	<i>Substitutes' health and dental insurance</i>	<i>Workshop/conference fees, speakers, and consultants for staff development</i>			<i>Student birth certificates</i>
Governance Administration	<i>Administrator, Pre-K coordinator</i>	<i>General administration health and dental insurance</i>	<i>Audit fees, accounting services</i>	<i>Office supplies, paper, pens</i>		
Professional Development			<i>Travel, meals, lodging, stipends</i>	<i>Supplies and materials for workshops and staff development, items for staff PD or instructional improvement</i>		<i>Membership dues</i>
Family Community	<i>Parent coordinator/educator family liaison, parent mentor</i>	<i>Health and dental insurance</i>	<i>Parent workshops, screening activities</i>	<i>Lending library, printing related to community relationships and parent meetings</i>		
Safety				<i>Safety equipment if less than \$5000</i>	<i>Safety equipment more than \$5000</i>	
Facilities				<i>Custodial supplies</i>		
Transportation	<i>Bus driver, bus aide</i>	<i>Health and dental insurance</i>				
Nonpublic						
Indirect Cost						

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