

	Numbers Matter	Qualified Administrators & Teachers Matter	Ongoing Professional Development Matters	Administrative Supports Matter	Children's Experiences Matter
	<u>RATIO, GROUP SIZE</u> (Group size twice the ratio)	<u>STAFF EDUCATION AND QUALIFICATIONS</u>	<u>SPECIALIZED TRAINING</u>	<u>ADMINISTRATIVE PRACTICES</u>	<u>EARLY LEARNING</u>
STEP THREE	<p>At no time may group size for children 0 - 18 months exceed 10 children.</p> <p>Infants/Toddlers 0-12 months - 1:4 or 2:8 or 3:10 12-18 months – 1:5 18-36 months - 1:6</p> <p>Preschoolers 36-48 months - 1:10 48-60 months - 1:10</p> <p>Family or Mixed Age Groups 0-36 months - 1:4 36-60 months - 1:10</p> <p>School-Agers 5-15 years - 1:15</p> <p>* Alternate Pathway Available (National Accreditation or overall ERS score of 5)</p>	<p>Administrator has a BA in ECE or related field or the Career Pathways Level 4</p> <p>AND</p> <p>Each classroom has a Lead Teacher with an AA in ECE or related field for school age teachers or Career Pathways Level 3</p> <p>AND</p> <p>50% of Classrooms have Assistant Teachers who have a CDA or Career Pathways Level 2</p>	<p>Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 20 clock hours of specialized training every two years. 10 hours of specialized training must be completed prior to an initial rating being awarded.</p> <p>After completion of 10 hours of pre-requisites, the training must be completed with topics related to the individual's PD plan. Training must be approved as listed on the PD registry at: www.opdn.org</p> <p>Individuals who are currently enrolled in a degree granting program in early childhood or a related field can use coursework to fulfill the training requirement.</p>	<p><u>Program Planning/Evaluation</u> A quality improvement plan is completed and implemented based on a PAS self-assessment, classroom assessments, and input from parents and staff and updated annually.</p> <p>AND</p> <p><u>Human Resource Development</u> Administrator and all teachers must have an annual professional development plan that at a minimum includes a performance appraisal, goals, and a plan for completing specialized training.</p> <p>AND</p> <p><u>Benefits/Compensation</u> 3 of the following: Salary structure based on education and length of employment; employer offers and/or pays a portion of health insurance; 5 days of paid leave; Paid professional membership; Education benefits (T.E.A.C.H.); Retirement; Discount on child care</p>	<p>Program utilizes a written, evidence based comprehensive curriculum. Curriculum planning is aligned with the Infant/Toddler Guidelines and/or Ohio's Early Learning Content Standards and/or Ohio's K-12 Standards to maximize growth across a broad range of developmental and content areas.</p> <p>Children are assessed systematically utilizing both formal and informal methods to inform intentional teaching and the sharing of progress with families.</p> <p>AND</p> <p>All children (except school age) receive a developmental screening within 60 days of enrollment and annually thereafter. Referrals, if needed, are completed within 90 days.</p>
STEP TWO	<p>At no time may group size for children 0- 12 months exceed 10 children.</p> <p>Infants/Toddlers 0-12 months - 1:5 12-18 months – 1:6 18-36 months - 1:7</p> <p>Preschoolers 36-48 months - 1:10 48-60 months - 1:12</p> <p>Family or Mixed Age Groups 0-36 months - 1: 5 36-60 months - 1:10</p> <p>School-Agers 5-15 years – 1:16</p> <p>* Alternate Pathway Available (National Accreditation or overall ERS score of 5)</p>	<p>Administrator has an AA in ECE or related field or Career Pathways Level 3</p> <p>AND</p> <p>50% of Lead Teachers have an AA in ECE or related field for school age teachers or Career Pathways Level 3</p>	<p>Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 20 clock hours of specialized training every two years. 10 hours of specialized training must be completed prior to an initial rating being awarded.</p> <p>After completion of 10 hours of pre-requisites, the training must be completed with topics related to the individual's PD plan. Training must be approved as listed on the PD registry at: www.opdn.org</p> <p>Individuals who are currently enrolled in a degree granting program in early childhood or a related field can use coursework to fulfill the training requirement.</p>	<p><u>Program Planning/Evaluation</u> A quality improvement plan is completed and implemented based on a PAS self-assessment and classroom assessments and is updated annually.</p> <p>AND</p> <p><u>Human Resource Development</u> Administrator and all teachers must have an annual professional development plan that at a minimum includes a performance appraisal, goals, and a plan for completing specialized training.</p> <p>AND</p> <p><u>Benefits/Compensation</u> 2 of the following: Salary structure based on education and length of employment; employer offers and/or pays a portion of health insurance; 5 days of paid leave; Paid professional membership; Education benefits (T.E.A.C.H.); Retirement; Discount on child care</p>	<p>Program utilizes a written, evidence based comprehensive curriculum. Curriculum planning is aligned with the Infant/Toddler Guidelines and/or Ohio's Early Learning Content Standards and/or Ohio's K-12 Standards to maximize growth across a broad range of developmental and content areas.</p> <p>AND</p> <p>All children (except school age) receive a developmental screening within 60 days of enrollment and annually thereafter. Referrals, if needed, are completed within 90 days. Results are formally communicated with families.</p>
STEP ONE	<p>At no time may group size for children 0- 12 months exceed 10 children.</p> <p>Infants/Toddlers 0-12 months - 1:5 or 2:10 12-18 months - 1:6 18-36 months - 1:7 30-36 months – 1:8</p> <p>Preschoolers 36-48 months - 1:12 48-60 months - 1:14</p> <p>Family or Mixed Age Groups 0-36 months - 1:5 36-60 months - 1:12</p> <p>School-Agers 5-15 years - 1:18</p>	<p>Administrator has a CDA or Career Pathways Level 2</p> <p>AND</p> <p>One Lead Teacher with an AA in ECE or Career Pathways Level 3</p> <p>Stand alone school age programs must have one Lead Teacher with an AA in related field or Career Pathways Level 3</p>	<p>Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 20 clock hours of specialized training every two years. 10 hours of specialized training must be completed prior to an initial rating being awarded.</p> <p>After completion of 10 hours of pre-requisites, the training must be completed with topics related to the individual's PD plan. Training must be approved as listed on the PD registry at: www.opdn.org</p> <p>Individuals who are currently enrolled in a degree granting program in early childhood or a related field can use coursework to fulfill the training requirement.</p>	<p><u>Program Planning/Evaluation</u> Program completes a quality improvement plan based on results of their annual PAS self-assessment.</p> <p>AND</p> <p><u>Human Resource Development</u> Administrator and all teachers must have an annual professional development plan that at a minimum includes a performance appraisal and a plan for completing specialized training.</p> <p>AND</p> <p><u>Benefits/Compensation</u> 1 of the following: Salary structure based on education and length of employment; employer offers and/or pays a portion of health insurance; 5 days of paid leave; Paid professional membership; Education benefits (T.E.A.C.H.); Retirement; Discount on child care</p>	<p>Programs must have a copy of the following:</p> <ul style="list-style-type: none"> Ohio's Early Childhood Core Knowledge and Competencies Infant/Toddler Program Standards Infant/Toddler Guidelines Early Learning Program Guidelines Ohio's Early Learning Content Standards Ohio's K – 12 Standards Ohio's Core Knowledge & Competencies for Afterschool Professionals Quality Guidelines For Ohio's Afterschool Programs

Alternate Pathway for Ratio and Group Size - Programs that can meet the benchmark indicators for the next Step except for ratio and group size can earn the higher rating if they are either accredited by an accepted accrediting body or if they have an overall environment rating scale score of at least 5.

Annual Classroom Action Plan – This plan documents the action steps the classroom teachers have identified based on their annual self assessment.

Annual Self Assessment – A classroom self assessment that is conducted annually using one of the following: ITERS-R; ECERS-R or ELLCO; SACERS based on the age of the children in the classroom.

Approved accrediting bodies - National Association for the Education of Young Children (NAEYC); National Early Childhood Program Accreditation (NECPA); National Accreditation Commission for Early Care and Education Programs (NAC) managed by the National Association of the Child Care Providers (NACCP), National Association for Family Child Care (NAFCC); National Afterschool Association (NAA).

Assistant Teacher – Adults who work under the direct supervision of a lead teacher. Assistant Teachers can work independently in a teachers absence, but for the vast majority of time the Assistant Teacher works directly with the teacher in the same space, with the same children. This does not include cooks, bus drivers, family service workers, floaters and substitutes.

AA - Associates Degree –two year degree from an accredited college.

Career Pathways– An assigned level calculated by data in the Professional Development Registry. Data used to calculate professional designation is based on a combination of formal education, experience and ongoing professional development.

CDA - Child Development Associate Credential –To count in meeting benchmark indicators, the CDA must be current. www.cdacouncil.org

Clock hours – Sixty minutes equals one clock hour.

Developmental Screening - A process using an age appropriate standard tool relevant to the population served. The screening is used to identify developmental levels of the children enrolled to support instruction.

ECE – Early Childhood Education, Elementary Education with four courses in Child Development or Early Childhood Education, and may also include Human Ecology, Child Development, Family Studies, Child & Family, Community Studies.

ECERS-R - Early Childhood Environment Rating Scale-Revised - An assessment tool that measures environmental indicators of quality in preschool classrooms.
http://www.fpg.unc.edu/~ecers/ecers_frame.html

ELLCO - Early Language & Literacy Classroom Observation - An assessment tool used to assess environmental factors and instructional practices related to early literacy and language development. The CCR&R staff have been trained on this instrument.
<http://www.pbrookes.com/store/books/smith-ellco/>

ITERS-R - Infant Toddler Environment Rating Scale-Revised -- An assessment tool that measures environmental indicators of quality in infant and toddler classrooms.
http://www.fpg.unc.edu/products/product_detail.cfm?apubsID=530

Lead Teacher – The adult who has the primary responsibility for a group of children. The lead teacher has the highest educational qualifications and is regularly assigned for a minimum of 3 ½ hours per day to teach a specific group of children. The lead teacher is counted in meeting the required staff:child ratio.

Ohio's Early Learning Content Standards – A framework for curriculum and instructional planning for pre-kindergarten teachers outlining expectations for what children should know and be able to do when they enter kindergarten. There are early learning content standards in English Language Arts, Math, Science and Social Studies that align to the K-12 standards.
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDEDefaultPage.aspx?page=1>

Ohio's Early Learning Program Guidelines – These are guidelines developed by the Ohio Department of Education, which define the program elements and expectations that public preschools and Early Learning Initiative programs must follow.

Ohio's Infant Toddler Guidelines – These are guidelines that outline the developmental milestones for infants and toddlers that were written with the support of WestEd's Program for Infant Toddler Care staff. <http://jfs.ohio.gov/cdc/InfantToddler.pdf>

Performance Appraisal – A standardized, written assessment tool used to identify strengths and areas for improvement that at a minimum, outlines goals for the next evaluation period.

Professional Development Plan – A written, individualized plan used to document the ongoing training and professional development needs of staff, related to the meeting of specific performance goals which must be completed within 30 days of hire and updated at least annually. A sample form is available on the Bureau's website www.stepuptoquality.org

PAS Program Administration Scale – This instrument will be given to administrators when they attend the New Administrator Rules Training and is used to assess a program's administrative policies, procedures and practices.

Quality Improvement Plan – A Quality Improvement Plan lists goals and outcomes for the program. It describes the action steps that will help programs achieve these goals and includes information regarding resources and services that will help programs achieve their goals.

SACERS - School Age Care Environmental Rating Scale – An assessment tool that measures environmental indicators of quality in school age classrooms.
http://www.fpg.unc.edu/~ecers/sacersdevelopment_frame.html

Specialized Training – Twenty (20) hours of Step Up To Quality approved specialized training is required to be completed by administrators, lead teachers and assistant teachers every two years. This training requirement is based on employee's hire date. For programs that are applying for their initial Star Rating, administrators, lead and assistant teachers need to have completed ten (10) hours of approved specialized training prior to the initial rating being awarded. Inservice training in basic health and safety such as First Aid, CPR, Communicable Disease and Child Abuse does not count as specialized training. For further information refer to the Specialized Training pages on the Step Up To Quality website at www.stepuptoquality.org.

Star Rating - The number rating granted to a child care program that has met the requirements of Step Up To Quality.

Step Up To Quality Licensing Specialist – (SULS) ODJFS Child Care Licensing Specialist who is dedicated to working with programs in the Step Up To Quality program.

Teacher Education and Compensation Helps (T.E.A.C.H.) - provides scholarships to teachers and family child care providers to earn degrees and credentials in Early Childhood Education.
www.occrra.org