

Appendix A

Step Up To Quality Center Program Standards

Note: "Staff" refers to a child care center staff member as defined in OAC 5101: 2-12-35.

Domain: Learning and Development (Maximum 21 points)

Sub-Domain: Curriculum and Planning

Program Standard	Definition	Requirements
<p><u>One-Star Rating</u> The program engages in a process to identify a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served), and that is developmentally appropriate.</p> <p>Each classroom has a copy of the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served).</p>	<p>The Early Learning and Development standards describe key concepts and skills that young children develop during the birth-to-five-year period. The following developmental domains are addressed: Approaches Toward Learning, Social/Emotional Development, Cognitive Development and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development. The Early Learning and Development Standards can be located at www.earlychildhoodohio.org</p> <p>The Ohio K-12 Standards define what students should understand and be able to do by the end of each grade. They define the skills and understandings that all students shall demonstrate. The Standards can be located at: www.education.gov</p>	<p>The program shall complete and submit a copy of the JFS 01508 "Action Plan For Selecting a Curriculum for Step Up To Quality SUTQ" (10/2013).</p>

Sub-Domain: Curriculum and Planning

Program Standard	Definition	Requirements
<p><u>Two -Star Rating</u></p> <p>The program obtains a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served) that is developmentally appropriate.</p> <p>Each teacher has daily access to a copy of the curriculum.</p>	<p>A comprehensive curriculum is a written set of sequenced learning objectives and activities that provides a framework to guide decisions adults make about experiences provided for children. It shall include goals and objectives for children’s development and learning, experiences through which they will achieve these goals, what staff and families do to help children achieve goals, and the materials needed to support the implementation of curriculum. Curriculum addresses a broad range of developmental and learning outcomes across all domains and subject matter areas.</p> <p>Research based describes a curriculum that utilizes research as a basis for making decisions about experiences provided for children. The curriculum must articulate a theoretical and/or research-base for the approach and clearly demonstrated how the curriculum utilizes the theory and/or research as a basis for making decision about experiences provided for children.</p>	<p>The program shall complete and submit a copy of the JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality" (Rev. 7/2014), the JFS 01591 "Curriculum Standard Assessment Alignment Tool: Pre-Kindergarten for Step Up To Quality" (Rev. 7/2014), or the JFS 01593 "Curriculum Standard Assessment Alignment Tool: School Age for Step Up To Quality" (Rev. 7/2014) when the program creates their own curriculum – relevant to the age group served.</p> <p>The program shall submit documentation which demonstrates how the curriculum(s) obtained aligns to the age appropriate standards. The documentation shall include where in the curriculum the content related to the age appropriate standards is addressed. Section I of the JFS 01590, JFS 01591, or the JFS 01593 may be used for documentation.</p>
<p><u>Three-Star Rating</u></p> <p>The program implements a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served) and demonstrates its alignment to assessment.</p>	<p>The following elements are found in a comprehensive curriculum:</p> <ul style="list-style-type: none"> • Addresses all domains of learning and development – social and emotional, approaches toward learning, physical well-being and motor development, cognitive development and general knowledge (including mathematics, science and social studies), language and literacy development • Includes a balance of experiences that 	<p>The program shall complete and submit a copy of the JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality" (Rev. 7/2014), the JFS 01591 "Curriculum Standard Assessment Alignment Tool: Pre-Kindergarten for Step Up To Quality" (Rev. 7/2014), or the JFS 01593 "Curriculum Standard Assessment Alignment Tool: School Age for Step Up To Quality" (Rev. 7/2014) when the program creates their own curriculum – relevant to the age group served.</p>

	<p>address all areas of children’s development and learning</p>	<p>The program will be required to submit documentation which demonstrates how the curriculum(s) obtained aligns to the age appropriate standards and the program’s assessment process. The documentation shall include where in the curriculum the content related to the age appropriate standards is addressed and how the curriculum aligns to the program’s identified assessment process. Section I of the JFS 01590, JFS 01591, or the JFS 01593 may be used for documentation.</p> <p>Annual report: If the program has changed curriculum, the program shall submit documentation. Section I of the JFS 01590, JFS 01591, or the JFS 01593 may be used for documentation.</p>
<p>Sub-Domain: Curriculum and Planning</p>		
<p>Program Standard</p>	<p>Definition</p>	<p>Requirements</p>
	<ul style="list-style-type: none"> • Is age and developmentally appropriate and culturally and linguistically responsive • Includes opportunities for experiences that will support diverse learners and support each child’s progress towards the goals and objectives. This includes modifications/adaptations as appropriate, including English Language Learners. • Provides opportunities for family involvement, including two way communication and shared decision making • Includes on-going methods to determine progress towards the curriculum’s stated goals and objectives for children’s learning 	

	and development	
<u>Four and Five-Star Ratings</u> Teachers plan intentional and purposeful activities and experiences that meet the needs/interests/abilities of children across all developmental domains. (5 points)	Developmental domains include: Approaches Toward Learning, Social/Emotional Development, Cognitive and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development.	Lead teachers shall be able to describe and provide written documentation of examples of the strategies that they use in the development and implementation of intentional and purposeful activities.
<u>Four and Five-Star Ratings</u> Teachers support children’s active engagement through opportunities for exploration and learning. (3 points)		Lead teachers shall be able to describe and provide written documentation of examples of the methods that they use to create a variety of types of experiences for children that encourage exploration and learning.
Sub-Domain: Curriculum and Planning		
Program Standard	Definition	Requirements
<u>One-Star Rating</u> Teachers use a written dated plan of activities for all hours of instructional time.	A written dated plan of activities describes the activities that will be implemented to support children’s development and learning. "Instructional time" is the time the group spends with the lead teacher each day, excluding nap or rest time. The lead teacher is the adult who has the primary responsibility for 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 3 ½ hours cannot include nap or rest time. If the program is in operation less than 3 ½ hours, the lead teacher shall be in attendance the entire time the program is in operation.	The written dated plan of activities shall include, at a minimum, all of the following: the teacher’s name, the name of the group, the timeframe that the plan covers (daily, weekly, bi-weekly, monthly), daily activities to support children’s development and learning.

<p><u>Two-Star Rating</u> Teachers use a written dated plan of activities that is aligned to all developmental domains in Ohio’s Birth-Kindergarten Entry Learning and Development Standards and/or Common Core State Standards and Ohio Academic Content Standards: K-12 in social studies and science (appropriate to the age group served) that is developmentally appropriate.</p>		<p>For programs applying for a Two-Star rating or higher, the daily plan of activities shall be inclusive of all developmental domains and show alignment to the Birth-Kindergarten Entry Learning and Development Standards, or the Common Core State Standards and the Ohio Academic Content Standards: K-12 in Social Studies and science.</p>
<p><u>Three-Star Rating</u> Teachers use a written dated plan of activities that is aligned to all developmental domains in Ohio’s Birth-Kindergarten Entry Learning and Development Standards and/or Common Core State Standards and Ohio Academic Content Standards: K-12 in social studies and science (appropriate to the age group served) that is developmentally appropriate and the program’s identified assessment process.</p>		<p>For programs applying for a Three-Star rating or higher, the plan shall also demonstrate the alignment to the program’s identified assessment process.</p>

Sub-Domain: Child Screening and Assessment		
Program Standard	Definition	Requirements
<p><u>One-Star Rating</u> The program engages in a process to select a comprehensive developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school age children.) The program identifies staff to be trained to administer, score and use the instrument appropriately.</p>	<p>An age appropriate, valid and reliable standardized tool which includes the following domains: language, cognitive, motor, and social emotional. A program may identify more than one tool depending on the age groups served and domains addressed by each tool.</p>	<p>The description of the selection process to select a comprehensive developmentally appropriate screening instrument which is valid and reliable shall include, at a minimum: the names of staff involved, a sample timeline, action steps to outline how the program will review and determine if the instrument is comprehensive and developmentally appropriate for the age groups served.</p>

Two-Star Rating

The program obtains a comprehensive developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school age children.)

Staff is trained to administer, score and use the instrument appropriately.

The program will be required to submit the name of the screening tool(s) obtained and document that the tool is comprehensive and developmentally appropriate for the age groups served.

The program shall maintain on file for review written documentation of training staff have completed.

Annual report: If the program is using new screening tools, the program shall submit an updated list of the screening instruments uses as well as a list of the staff who have been trained on the new tool.

Sub-Domain: Child Screening and Assessment

Program Standard	Definition	Requirements
<p><u>Three-Star Rating</u> The program ensures that all children (except school-age children) receive a comprehensive developmental screening that is valid and reliable within 60 business days of entry into the program and annually thereafter. Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families.</p>		<p>The program shall keep on file for review, documentation which demonstrates the program’s system for assuring annual screening are completed for each child within 60 days of enrollment and annually thereafter. The documentation shall include the child’s name, date of enrollment, date tool was administered, and date of referral (if necessary).</p> <p>The program shall have written documentation which outlines the program’s referral process.</p> <p>The program shall have written documentation which outlines the identified formal communication methods to share screening results.</p> <p>The program shall submit the name of the screening tool(s) used by the program. The program shall submit documentation that the tool is valid, reliable, and comprehensive and age appropriate.</p> <p>The developmental screening shall be completed by staff member(s) who have been trained to appropriately administer, score and use the tool.</p> <p>Annual report: If the program is using new screening tools, the program shall submit an updated list of the screening instruments used as well as a list of the staff who have been trained on the new tool.</p>

Sub-Domain: Child Screening and Assessment

Program Standard	Definition	Requirements
<p><u>Three-Star Rating</u> The program administers assessments that meet state requirements for all enrolled preschool aged children.</p>	<p>Child assessment system is a state-required formative assessment that assesses all domains of school readiness.</p>	<p>The program will be required to begin administering the child assessment system following the schedule prescribed by the Ohio Departments of Education and Job and Family Services (ODE and ODJFS) .</p>
<p><u>Three-Star Rating</u> The program assesses all children enrolled using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.</p>	<p>The process of gathering information about children from several forms of evidence and organizing and interpreting that information. Child assessments are used to make, adjust and refine instructional decisions and to evaluate child progress.</p> <p>Formal Assessment: Utilized as part of an on-going assessment process. Assessments are used to report information to others such as families and program administrators as well as to provide teachers with information to adjust individual instruction. Formal assessment strategies include the use of a standardized procedure for all children and a specific standardized tool or instrument.</p> <p>Informal Assessment: Assessment of children by observing and recording children’s behavior and progress using such tools as developmental checklists, anecdotal records, work sampling and portfolios in order to help in the design of instructional activities that support a range of developmental levels across all domains.</p> <p>On-going Child Assessment: Regularly and continually observing and recording children’s behavior or progress using developmental checklists, anecdotal records and portfolios in order to assess progress in achieving curriculum goals and inform intentional teaching strategies to support achieving these goals.</p>	<p>The program shall have a written description of the on-going child assessment process which includes:</p> <ul style="list-style-type: none"> • A description of the on-going process used for child assessment • Identification of the standardized tool(s) used • Methods in which child observations are conducted and recorded • Identification of supporting evidence and the methods used to collect supporting evidence. <p>The program shall keep on file for review examples of completed tools and supporting evidence of on-going child assessment; as well as samples of information provided with families to share results.</p> <p>Annual report: If the program has changed the assessment process, the program shall submit an update.</p>

Sub-Domain: Child Screening and Assessment		
Program Standard	Definition	Requirements
<p><u>Four and Five-Star Ratings</u> Ongoing child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress. (5 points)</p>		<p>The program shall have a written description of how the results of the on-going child assessment process are used, which includes:</p> <ul style="list-style-type: none"> • The written process used to analyze and interpret child assessment data • Written documentation which demonstrates examples of how individual child progress is evaluated • Written documentation which demonstrates examples of the intentional strategies used to inform instruction for individual children as well as the group
<p><u>Four and Five-Star Ratings</u> Families are provided multiple opportunities to understand the assessment process used and data collected, review and contribute to their child’s education plan, and share information about child’s progress toward learning goals (4 points).</p>		<p>The program shall be able to describe and provide written samples on site of the process used with families to:</p> <ul style="list-style-type: none"> • Understand the assessment process and how data is collected • Review and contribute to the education plan of their child • Share child’s progress toward learning goals

Sub-Domain: Interaction and Environment		
Program Standard	Definition	Requirements
<p><u>One-Star Rating</u> The program selects a self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate for each age group served.</p>	<p>A standardized tool that is used to measure the quality of the classroom environment and/or staff/child interactions and is appropriate to the age group served and setting type of the program.</p>	<p>The program shall identify the self-assessment tool(s) it has selected to address the quality of classroom environment and staff/child interactions. The standardized tool(s) shall be developmentally appropriate for each age group the program serves.</p>
Sub-Domain: Interaction and Environment		
Program Standard	Definition	Requirements
<p><u>Two-Star Rating</u> Staff completes an annual self-assessment that addresses the quality of the classroom environment and staff/child interactions for each group of children.</p>		<p>The program shall complete and keep written documentation of the completion of a classroom self-assessment for each classroom. The tool shall be developmentally appropriate for the age group(s) served and shall be completed every year.</p> <p>Annual report: The program shall submit documentation of the completed classroom self-assessment tool.</p>
<p><u>Three-Star Rating</u> Each lead teacher identifies an area for improvement and creates an action plan which includes a goal and action steps based on the results of the annual self-assessment.</p>	<p>The action plan documents the teacher's identified goal and the action steps outlined toward achieving the goal, based on their annual classroom self-assessment.</p>	<p>Each lead teacher shall use the results of the self-assessment to identify an area of improvement and develop an annual action plan. The written action plan shall include:</p> <ul style="list-style-type: none"> • Teacher's name • Group • Date Completed • Goal • Action steps towards achieving the goal • Timeframe towards completing the goal • Annual report: The program shall submit the current written action plan.

<p><u>Three-Star Rating</u> The program supports each child’s development by providing well-structured learning environments and positive interactions among staff and children.</p>		<p>Randomly selected classrooms, representing the age groups the program served, will be observed using a standardized tool embedded within the verification process. The tool will assess both the quality of the classroom environment, and staff/child interactions. Programs will need to successfully meet the elements and indicators within the tool to demonstrate they meet this standard.</p>
Sub-Domain: Interaction and Environment		
Program Standard	Definition	Requirements
<p><u>Four and Five-Star Rating</u> Each lead teacher documents progress on action steps and readjusts goals as needed (4 points).</p>		<p>Each lead teacher shall document progress they have made on completing action steps towards achieving identified goal(s). Additionally, if goals are adjusted throughout the year, based on the ability to successfully make progress, documentation of the adjustment shall also be maintained.</p>
Domain: Administrative and Leadership Practices (Max 18 points)		
Sub-Domain: Staff Supports		
Program Standard	Definition	Requirements
<p><u>One-Star Rating</u> The program has a written wage structure.</p>	<p>A standard, written process for compensating staff based on criteria established by the program, such as education, experience, and length of employment and role or position.</p>	<p>The program shall have a written process used to determine compensation for staff based on criteria established by the program.</p>

<p><u>Two-Star Rating</u> The program offers one of the approved staff supports.</p>	<p>T.E.A.C. H. Early Childhood® Ohio provides scholarships to teachers and family child care providers to earn degrees and credentials in Early Childhood Education. See http://teach.occrra.org</p>	<p>Approved staff supports are as follows:</p> <ul style="list-style-type: none"> • A total of 5 days of paid leave (sick, vacation, and/or personal) • Health benefits • Retirement • Discount on child care • T.E.A.C.H. Early Childhood©Ohio • Paid professional development • Flexible spending account • Life insurance, • Five paid holidays • One hour of paid planning time weekly
<p><u>Three-Star Rating</u> The program offers two of the approved staff supports.</p>		

Sub-Domain: Staff Supports

Program Standard	Definition	Requirements
<p><u>Four and Five-Star Ratings</u> The program offers three of the approved staff supports. (3 points).</p>		<p>The program shall maintain written documentation which includes the following: who is eligible to receive the staff supports and the program’s formal communication of the available supports to employees.</p>

Sub-Domain: Program Administration

Program Standard	Definition	Requirements
<p><u>One-Star Rating</u> The program completes an annual program self-assessment.</p>	<p>The program self-assessment is a standardized tool that is used to assess a program’s administrative policies, procedures and practices.</p>	<p>The self-assessment tool shall include, at a minimum, a standardized process for assessing the following program elements:</p> <ul style="list-style-type: none">• Human resource leadership and development• Family and community partnerships• Program development and evaluation• Business and operations management <p>The program shall keep on file for review, documentation of the completed self-assessment. The self-assessment shall be completed and/or updated annually.</p>

Sub-Domain: Program Administration

Program Standard	Definition	Requirements
<p><u>Two-Star Rating</u> The program completes a continuous improvement plan using results from self-assessment, which includes a minimum of one goal and action steps towards completing the goal.</p>	<p>The continuous improvement plan is used to document the program’s goals and outcomes for the program.</p>	<p>The program shall complete the required sections of the JFS 01509 “Continuous Improvement Plan For SUTQ” (Rev. 7/2014) for a two-star rating.</p> <p>The plan shall be updated annually. The goals and action steps shall be evaluated and revised as needed based on the program’s progress toward intended outcomes.</p> <p>Annual report: The program shall submit the updated JFS 01509.</p>
<p><u>Three-Star Rating</u> The program completes an annual continuous improvement plan using results from the self-assessment which includes a minimum of two goals and action steps towards completing the goals.</p> <p>Input from staff and family are also included in developing the continuous improvement plan.</p>		<p>The program shall complete all of the required sections of the JFS 01509 “Continuous Improvement Plan for SUTQ” (Rev. 7/2014) for a three-star rating.</p> <p>The administrator shall be able to provide examples of ways that staff and family input are gathered and used to inform the continuous improvement plan.</p> <p>Annual report: The program shall submit the updated JFS 01509.</p>
<p><u>Four and Five-Star Ratings</u> The program’s annual continuous improvement plan has strategies to engage community partners to support child and family outcomes (3 points).</p>		<p>The program shall complete all of the required sections of the JFS 01509 “Continuous Improvement Plan for SUTQ” (Rev. 7/2014) in order to obtain points towards a four or five-star rating.</p> <p>The strategies shall be updated annually. The strategies shall be evaluated and revised as</p>

		<p>needed based on the program’s progress toward intended outcomes.</p> <p>Annual report: The program shall submit the updated JFS 01509.</p>
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Sub-Domain: Program Administration

Program Standard	Definition	Requirements
<p><u>Four and Five-Star Ratings</u> The program conducts an annual survey with families, identified stakeholders and/or community partners to review accomplishments of program goals (3 points).</p>	<p>A structured method for collecting opinions, feedback and input on a program’s progress toward the completion of goals outlined in the continuous improvement plan that is conducted on an annual basis.</p>	<p>The program shall document the method of conducting the survey with families and stakeholders. The documentation shall include: the number of families that responded, as well as the identified stakeholders and/or community partners. A sample copy of the survey and a summary of the results shall be available for review.</p>

Sub-Domain: Staff Management

Program Standard	Definition	Requirements
<p><u>One-Star Ratings</u> Administrators, lead teachers and assistant teachers have annual professional development plans.</p>	<p>The lead teacher is the adult who has the primary responsibility for 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 3 ½ hours cannot include nap or rest time. If the program is in operation less than 3 ½ hours, the lead shall be in attendance the entire time the program is in operation. The lead teacher is counted in meeting the required staff child ratio. The lead teacher has responsibility to understand and implement the program’s identified curriculum.</p> <p>The assistant teacher is the adult who works under the direct supervision of a lead teacher. Assistant teachers can work independently in a lead teacher’s absence but for the majority of time, the assistant</p>	<p>The professional development plan shall be completed within 30 days of hire and updated at least annually. It shall include the staff member’s name, date of hire, position, staff signature, date of completion/update, and on-going training and professional development needs related to meeting the performance goals indicated on the professional development plan.</p> <p>Annual report (for two-star, three-star, four-star and five-star rated programs): The program shall submit documentation verifying that all of the professional development plans have been updated annually.</p>

	<p>teacher works directly with the lead teacher in the same space with the same children. This does not include cooks, bus drivers, family service workers, floaters, and substitutes.</p> <p>A professional development plan is a written individualized plan used to document the on-going training and professional development needs of staff.</p>	
Sub-Domain: Staff Management		
Program Standard	Definition	Requirements
<p><u>Two-Star Ratings</u> Lead and assistant teachers have at least one formal observation annually.</p>	<p>Formal observation is the observation of lead and assistant teachers using a standardized observation tool that is used to identify areas of strength and opportunities for growth for the teacher that is being observed.</p>	<p>The observation shall be completed by the administrator or person(s) designated by administrator.</p> <p>Documentation of the formal observations shall include the staff member’s name and the date the observation was completed.</p> <p>Annual report: The program shall submit documentation of the formal observations.</p>
<p><u>Three-Star Rating</u> Results of the formal observations are used to inform individual professional development plans.</p>		<p>The program shall provide written documentation that demonstrates how the results of the formal observations were used to inform the goals as indicated on individual professional development plans.</p>
<p><u>Four and Five-Star Ratings</u> Results of the formal observations are used to inform the program’s annual continuous improvement plan (4 points).</p>		<p>The program shall complete all of the required sections of the JFS 01509 “Continuous Improvement Plan for SUTQ” (10/2013) in order to obtain points towards a four or five-star rating.</p> <p>Annual report: The program shall submit the updated JFS 01509.</p>
<p><u>Four and Five-Star Ratings</u> Results of the annual classroom self-assessment are used to inform individual professional development plans (3 points).</p>		<p>The program shall provide written documentation that demonstrates how the results of the annual classroom self-assessments were used to inform the goals as indicated on individual professional development plans.</p>

<p><u>Four and Five-Star Ratings</u></p> <p>Two formal observations are completed annually for all lead and assistant teachers (2 points).</p>		<p>The observations shall be completed by the administrator or person(s) designated by administrator.</p> <p>Documentation of the formal observations shall include the staff member’s name and the dates the observations were completed.</p> <p>Annual report: The program shall submit documentation of the formal observations.</p>
<p>Domain: Staff Qualifications and Professional Development (Max 16 points)</p>		
<p>Sub-Domain: Staff Education</p>		
<p>Program Standard</p>	<p>Definition</p>	<p>Requirements</p>
<p><u>One-Star Rating</u></p> <p>The administrator has a Child Development Associate (CDA) or Career Pathways Level (CPL) 2.</p> <p>50 percent of lead teachers have a CDA (at least two lead teachers shall have a CDA or higher to meet this standard), or one lead teacher has an associate’s degree (AA) appropriate to the age groups noted below or a CPL 3.</p> <ul style="list-style-type: none"> • Early Childhood Teachers – An AA in early childhood education (ECE) or an approved related field • School-Age Teachers – An AA in an approved field. 	<p>The Child Development Associate (CDA) Credential™ is a nationally recognized credential that is issued by the Council for Professional Recognition. The CDA is based on a core set of competency standards, which guide early care and education professionals as they work toward becoming qualified teachers of young children.</p> <p>Career Pathways Level (CPL) is an assigned level calculated by data in the Ohio Professional Development Registry. Data used to calculate levels is based on a combination of formal education, credentials and certificates, experience, and on-going professional development. Individuals shall follow Registry policies and procedures when submitting documentation for verification.</p> <p>AA – Associate’s Degree – two year degree from an accredited institution of higher education.</p>	<p>The CDA shall be current at the time of the rating. www.cdacouncil.org</p> <p>All administrators, lead and assistant teachers shall create a profile in the Ohio Professional Development Registry within 30 days of beginning employment. Individuals shall submit their education to the Ohio Professional Development Registry for verification, following the Registry’s established policies and procedures. https://login.occrra.org/</p> <p>Individuals shall follow Registry policies and procedures when submitting documentation for verification. Documentation will not be considered complete until it has been verified by the Registry.</p> <p>Approved Related Field for Early Childhood Education Degree – Early Childhood Education</p>

	<p>BA – Bachelor’s Degree – four year degree from an accredited institution of higher education.</p> <p>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, and Community Studies.</p>	<p>(ECE), Child Development, Family Studies, Human Ecology, Human Development, Child and Family Community Studies, Elementary Education with four courses in Child Development or Early Childhood Education from an accredited institution of higher education.</p>
Sub-Domain: Staff Education		
Program Standard	Definition	Requirements
<p><u>Two-Star Rating</u> The administrator has an AA in ECE (or approved related field for school-age only programs) or a CPL 3.</p> <p>25 percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3</p> <ul style="list-style-type: none"> • Early Childhood Teachers – An AA in ECE or an approved related field • School-Age Teachers – an AA in an approved field. 	<p>ACL – Administrator Credential Level – based upon the Ohio Core Knowledge and Competencies Framework for Program Administrators. The credential includes three levels to allow flexibility as well as a growth potential for leaders. Individuals shall follow Registry policies and procedures when submitting documentation for verification.</p>	<p>Approved Related Field for School Age Teachers - related fields may be Elementary, Middle or Secondary Education, or Physical Education from an accredited institution of higher education. Additionally related child development fields including Psychology, and Recreation Management may be approved if 12 semester or 18 quarter hours of child development coursework, with a grade of C or better, is completed.</p> <p>All administrators named on the program’s license shall meet the educational requirements for the desired rating. If multiple administrators are named on the program’s license, the program standard will be assessed for the administrator with the lowest verified education qualifications.</p>

<p><u>Three-Star Rating</u> The administrator has an AA in ECE (or approved related field for school-age only programs) or a CPL 3.</p> <p>50 percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3</p> <ul style="list-style-type: none"> • Early Childhood Teachers – An AA in ECE or an approved related field • School-Age Teachers – an AA in an approved field. 		<p>Annual report: The program shall submit to the Ohio Professional Registry documentation for verification of the education qualifications.</p>
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Sub-Domain: Staff Education

Program Standard	Definition	Requirements
<p><u>Four and Five-Star Ratings</u></p> <p>Administrators:</p> <ul style="list-style-type: none"> • Master’s degree in ECE or approved related field or bachelor’s degree (BA) with CPL 5, or a BA in ECE with an Administrator Credential Level (ACL) 3 (5 points); or • BA in ECE or related field with an administrator license, (4 points); or • BA in ECE or approved related field, or CPL 4, or AA in ECE or approved related field with a CPL 3 (3 points) <p>Associate’s degree in ECE or approved related field with an ACL 3 (2 points)</p> <p>Lead Teachers:</p> <ul style="list-style-type: none"> • 100 percent have a BA in ECE or approved related field or a CPL 4 (5 points); or • 50 percent have a BA in ECE or approved 		<p>Programs can earn additional points for the education qualifications of the administrator(s), lead teachers, and assistant teachers.</p> <p>The program can only earn one of the designated points values within each of the three categories.</p> <p>All administrators named on the program’s license shall meet the educational requirements for the desired rating. If there are multiple administrators named on the program’s license, the points obtained will be assessed for the administrator with the lowest verified education qualifications.</p> <p>Annual report: The program shall submit to the Ohio Professional Registry documentation for verification of the education qualifications.</p>

<p>related field or a CPL 4, and the other 50 percent have a minimum of an AA appropriate to the age groups noted in Step 3 or a CPL 3 (4 points); or</p> <ul style="list-style-type: none"> • 100 percent have an AA appropriate to the age groups noted in Step 3 or a CPL 3 (3 points) <p>Assistant Teachers</p> <ul style="list-style-type: none"> • 100 percent have a CDA or CPL 2 (4 points); or • 50 percent have an AA in ECE (or related field for school age teachers) (3 points); or • 75 percent have a CDA or CPL 2 (2 points); or • 50 percent have a CDA or CPL 2 (1 point) 		
Sub-Domain: Professional Development		
Program Standard	Definition	Requirements
<p><u>One, Two and Three-Star Ratings</u> Administrators, lead teachers and assistant teachers receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who are currently enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.</p>	<p>Twenty hours of Step Up To Quality approved specialized training is required to be completed by administrator, lead and assistant teachers every two years. For programs that are applying for their initial star rating, administrator, lead and assistant teachers need to have a completed ten hours of approved specialized training prior to the initial rating being awarded.</p>	<p>Early childhood college coursework from an accredited institution of higher education can be to fulfill the specialized training requirement.</p> <p>Individuals enrolled in college pursuing a degree in early childhood or a related field may also use general coursework to meet the training requirements.</p>

<p><u>Four and Five-Star Ratings</u> 100 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development over a two-year period (3 points); or</p> <p>100 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development over a two-year period (2 points); or</p> <p>50 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development over a two-year period (2 points); or</p> <p>50 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development over a two-year period (1 point).</p>		<p>The college coursework shall be successfully completed (with a grade of C or better or a passing grade from a pass/fail course).</p> <p>One semester hour of college coursework is equivalent to 15 clock hours, and one quarter hour of college coursework is equivalent to 10 clock hours.</p> <p>College coursework will only be verified using a copy of an official transcript or grade card.</p> <p>Annual report: The program shall submit to the Ohio Professional Registry documentation for verification of the education qualifications.</p>
Domain: Family and Community Partnerships (Max 8 points)		
Sub-Domain: Transitions		
Program Standard	Definition	Requirements
<p><u>One-Star Rating</u> The program provides written information to families on transitioning children into, within, and out of the program.</p>		<p>The program shall have on file for review, copies of written information given to families on transitioning children into, within, and out of the program.</p>

<p><u>Two-Star Rating</u> The program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting.</p>		<p>The program shall maintain documentation which describes age-appropriate activities for children to prepare them for the transition to a new classroom or education setting. The documentation should include the age group in which the activities were conducted and the purpose of the activity.</p>
<p><u>Two-Star Rating</u> The program transfers any child’s records to the new setting at the family’s request and with the family’s written consent.</p>		<p>Program shall have available for review, sample or completed copies of the document used to obtain written family consent on file for review, when applicable.</p> <p>The written consent shall include the child’s name, the name of the new setting that the records will be released to, a statement indicating the family would like the records released, the parent/guardian signature, and the date of signature.</p> <p>The program shall have a written policy explain the procedure for obtaining family consent.</p>
<p><u>Three -Star Rating</u> The program meets with families to develop an individualized transition plan that supports a child’s transition to another classroom or educational setting.</p>	<p>Written, dated plan that includes activities and strategies to support a child’s transitions within or out of the program, based on the individual needs of the child.</p>	<p>The plan shall include the name of the program staff member completing the plan, the child’s name, the parent/guardian signature and date of development, and opportunities for family input.</p>
<p>Sub-Domain: Transitions</p>		
<p>Program Standard</p>	<p>Definition</p>	<p>Requirements</p>
<p><u>Four and Five-Star Ratings</u> The program has written transition policies and procedures that include strategies for supporting transitions into, within, and out of the program for both children and families (2 points).</p>	<p>Written transition policies and procedures include strategies that are developmentally appropriate for the age group(s) served.</p>	<p>The program shall have on file for review the written transition policies and procedures. The strategies for supporting transitions into, within, and out of the program shall be clearly described, for both children and families.</p>

Sub-Domain: Communication and Engagement

Program Standard	Definition	Requirements
<p><u>One-Star Rating</u> The program obtains information about the family structure and routines that is important to the child’s development.</p>		The program shall provide a copy of the sample form used to collect family information.
<p><u>One-Star Rating</u> The program provides information regarding resources and community services to families.</p>	Resources and community services are those that are available to support children and their families, and are located within the community where the program or family is located.	The program shall provide sample copies of information provided to families regarding the resources and community services that are available to them to support the family and/or development of their children.
<p><u>Two-Star Rating</u> The program communicates with families using different modes of communication; and at least one mode promotes two-way communication.</p>	Ways that early childhood professionals interact and share information with families such as: classroom newsletter, email, face-to-face meetings or discussions, phone, social networking.	The program shall be able to describe the modes of communication used with families.
<p><u>Two-Star Rating</u> At least once per year, the program provides families information on topics addressing health and child development.</p>	Topics on health and child development shall be appropriate to the age groups served at the program.	The program shall provide copies of the health and child development information provided to families.
<p><u>Two-Star Rating</u> The program offers at least one opportunity for families to engage in activities.</p>		<p>The program shall provide written documentation which describes the family engagement activities that have been offered to families. The documentation should include information regarding the activity and to whom and when it was offered.</p> <p>Annual report: The program shall submit updated documentation of the family engagement activities.</p>

Sub-Domain: Communication and Engagement

Program Standard	Definition	Requirements
<p><u>Three-Star Rating</u> The program organizes at least one educational training, workshop or event to support families' engagement in children's learning and development.</p>		<p>The program shall have on file for review written documentation that describes the educational training, workshop or event the program organized. The documentation should include the date(s), topic addressed and type of activity.</p>
<p><u>Three-Star Rating</u> The program has written policies and procedures to ensure that children have received comprehensive health screenings and/or that families have been provided information on the importance of health screenings and resources to obtain them.</p>	<p>Comprehensive health screenings are conducted using a standardized tool that indicates if a child may need further assessments related to health and developmental issues.</p>	<p>The program shall have a written description of their health screening policy which includes how the program will ensure that children have received comprehensive health screenings. The policy shall also include a referral process for those children who have not received a health screening.</p> <p>The program shall have written information available to provide to families regarding the importance of the health screenings and resources that are available to them in order to obtain them.</p>
<p><u>Three-Star Rating</u> The program and parents work collaboratively to create annual written, developmental and/or educational goals for children.</p>		<p>The written goals shall include the name of the child, developmental and/or educational goals, the parent/guardian signature and date of completion. The goals shall be updated annually.</p>
<p><u>Four and Five-Star Ratings</u> The program has written documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities (3 points).</p>	<p>Community partners, family serving agencies, programs and entities are those that collaborate with the program to provide services or support to children and families.</p>	<p>The documentation of formal and information agreements shall include the name of the community partner of other family-serving agency, programs or entities with whom the program has an agreement, the name of a contact person within the agency, program or entity, and the nature of the agreement and how it supports the program and/or families and children enrolled in the program.</p>
<p><u>Four and Five-Star Ratings</u> The program uses a formal model or process to enhance family engagement strategies (2 points).</p>	<p>A formal model or standardized process used to engage families in a child's early learning and development experiences.</p>	<p>The program shall provide written documentation which describes the family engagement model or process used at the program.</p>

Sub-Domain: Communication and Engagement

Program Standard	Definition	Requirements
<p><u>Four and Five-Star Ratings</u> The program has an organized and active parent volunteer group (1 point).</p>		<p>The program shall have on file the names of the individuals participating in the parent volunteer group, a description of meeting times/dates or activities they are involved in, and how the activities relate to the program.</p>
<p><u>Optional Extra Points:</u> Infants</p> <ul style="list-style-type: none"> • Birth to 18 months 1:4/2:8/3:10 (3 points); • Birth to 12 months 1:4/2:10 and 12 to 18 months 1:5/2:10 (2 points) <p style="padding-left: 40px;">This ratio must be maintained 6:00 AM through 7:00 PM, excluding naptime.</p> <p>Mixed age, 0 to 36 months will be assessed following the ratio of the youngest child in the group.</p>	<p>Ratio is the number of child care staff members who are caring for a number of children in a group.</p>	<p>The programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained.</p> <p>Annual report: The program does not need to submit any documentation. ODJFS will review licensing inspections from the previous 12 months to assure that the program continues to meet this standard.</p>
<p><u>Optional Extra Points:</u> Toddlers</p> <ul style="list-style-type: none"> • 18 to 30 months 1:5/2:10 and 30 to 36 months 1:6/2:12 (3 points); or • 18 to 30 months 1:6/2:12 and 30 to 36 months 1:7/2:14 (2 points) This ratio must be maintained 6:00 AM through 7:00 PM, excluding naptime. <p>Mixed age, 18 to 36 months will be assessed following the ratio of the youngest child in the group.</p>		
<p><u>Optional Extra Points:</u> Preschool</p> <ul style="list-style-type: none"> • 36 to <48 months 1:10/2:20 and 48 months to < school age 1:12/2:24 (2 points); or • 36 to <48 months 1:11/2:22 and 		

<p>48 months to < school age 1:13/2:26 (1 point) This ratio must be maintained 6:00 AM through 7:00 PM, excluding naptime.</p> <p>Mixed age, 36 months to school age will be assessed following the ratio of the youngest child in the group.</p>		
Optional Extra Points		
Program Standard	Definition	Requirements
<p><u>Optional Extra Points:</u> School age</p> <ul style="list-style-type: none"> • K to age 14 1:15 (2 points) ; or • K to age 14 1:16 (1 points) • This ratio must be maintained 6:00 AM through 7:00 PM, excluding naptime. 		<p>Annual report: The program does not need to submit any documentation. ODJFS will review licensing inspections from the previous 12 months to assure that the program continues to meet this standard.</p>
<p><u>Optional Extra Points:</u> Program is accredited from an approved accrediting body (5 points).</p>		<p>For a program to obtain additional points for accreditation, the accrediting body shall apply for approval following the process outlined on www.earlychildhoodohio.org.</p> <p>All approved accrediting bodies will be listed at www.earlychildhoodohio.org.</p> <p>The program shall have a current accreditation in order to obtain extra points.</p> <p>A maximum of five points can be achieved for this program standard, even if a program is accredited by more than one approved accrediting body.</p> <p>Annual report: The program shall submit current documentation of the accreditation.</p>

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