

THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



Ohio Step Up to Quality

QRS Profile

April 2010



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Policy Research, Inc.



Ohio Step Up to Quality

QRS Profile

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Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	State of Ohio
Program Name:	Step Up to Quality
Respondents:	Terrie Hare and Jamie Gottesman, Bureau of Child Care and Development
Information Reviewed and Finalized:	March 18, 2010

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Ohio – Step Up to Quality

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, and goals.

Site name:	State of Ohio
Program name:	Step Up to Quality
Service area:	Statewide
Pilot:	Completed
Pilot time frame:	2004-2005 (15 months)
Date full program launched:	11/30/2006
Voluntary:	Yes
Website:	http://jfs.ohio.gov/cdc/stepUpQuality.stm -
Eligible programs:	Center-based programs, Head Start/Early Head Start, licensed family child care (Type A), group homes, school-aged programs, and pre-K/comprehensive early childhood programs. Note: All Ohio Department of Jobs and Family Services (ODJFS) licensed center-based programs can participate (Ohio considers licensed child care homes with 12 or fewer children to be centers-Type A).
Source of funds for eligible public program:	State-funded, TANF, Title 1
Total numbers of programs participating:	915
Number of participating child care centers:	915
Number of participating family child care programs:	N/A
Number of other programs participating:	N/A
Percent of total programs enrolled in QRS:	24% of licensed programs in state
Percent of programs at each rating level:	1st Step-55%, 2nd Step-33%, 3rd Step-12%
Goals:	<ol style="list-style-type: none"> 1. Improve the quality of early care and education programs in order to support children's optimal development and learning. 2. Increase the number of high quality early care and education programs serving children. 3. Provide parents with an easy-to-use tool for selecting quality early care and education programs for their children.

4. Recognize and support programs that achieve higher levels of quality.
(<http://jfs.ohio.gov/StepUpQuality.stm>)

Language from statute: See Rule Language on website (no specified goals included).

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Building Blocks
Number of levels:	3
Length of time rating is valid:	1 year
Rating process:	Program administrators complete an application for a particular step level. Before continuing in the process, 50% of staff must be in professional development registry. They must compile an Evidence Portfolio with the required documentation. If programs are deemed eligible, a Step Up to Licensing Specialist (SULS) completes a verification visit which includes direct observation of all classrooms, document review and administrator and teacher interviews. Following, programs receive their rating.
Method of combining points:	Each standard is equally weighted and required at each level. Automated tool is used by Step Up Licensing Specialists (SULS) to complete with on-site visit documents, observations, and interview data. All standards must be verified to meet a rating.
Method used to assess programs for infants/toddlers:	There are different ratio/group size requirements, and programs must utilize Infant/Toddler Program Standards and Infant/Toddler Guidelines.
Method used to assess programs for school-aged children:	No. All programs are assessed the same way.
Different process used to assess family child care:	N/A
Different process used to assess Head Start/Early Head Start:	No
Different process used to assess accredited programs:	No
Events that trigger re-rating:	New director, change in ownership, program closing, and change in lead teacher.
Appeal process:	Yes
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Technical assistance is available to help 1-star

	programs move to 2-star programs.
Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	Resource and Referrals offer STEP Up 101 orientation. Both Resource and Referrals and Step Up to Licensing Specialist provide technical assistance by phone for programs beginning the rating process.

Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

Number of site-specific indicator categories:	5 categories
Site-specific names of categories used in the QRS:	Ratio, Group Size Staff Education and Qualifications Specialized Training Administrative Practices Early Learning

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No. There are additional requirements beyond licensing at Step 1.
Licensing compliance referred to within:	N/A
Source of evidence:	Licensing database

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:

Yes

Description:**Step One:**

At no time may a group size for children 0-12 months exceed 10 children.

Infants/Toddlers:

0-12 mon—1:4 or 2:10

12-18 mon—1:6

18-36 mon—1:7

30-36 mon—1:8

Preschoolers:

36-48 mon—1:12

48-60 mon—1:14

Family or Mixed Age Groups:

0-36 mon—1:5

36-60 mon—1:12

School-Agers

5-15 years—1:18

Step Two:

At no time may group size for children 0-12 months exceed 10 children.

Infants/Toddlers:

0-12 mon—1:5

12-18 mon—1:6

18-36 mon—1:7

Preschoolers:

36-48 mon—1:10

48-60 mon—1:12

Family or Mixed Age Groups:

0-36 mon—1:5

36-60 mon—1:10

School-Agers:

5-15 years—1:16

*Alternative Pathway Available (National

Accreditation or overall ERS score of 5)

Step Three:

At no time may group size for children 0-18 months exceed 10 children. Effective 7/1/10: At no time may group size for children 1-12 months exceed 8 children.

Infants/Toddlers:

- 0-12 mon—1:4 or 2:8 or 3:10
- 12-18 mon—1:5
- 18-36 mon—1:6

Preschoolers:

- 36-48 mon—1:10
- 48-60 mon—1:10

Family or Mixed Age Groups:

- 0-36 mon—1:4
- 36-60 mon—1:10

School-Agers:

- 5-15 years—1:15

*Alternative Pathway Available (National Accreditation or overall ERS score of 5)

Ratio, Group Size

Ratio and group size referred to within:

Source of evidence:

Observation

Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:

No

Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an

early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	Yes
Description:	Step 2: Program must utilize a written, evidence based comprehensive curriculum. Curriculum planning must be aligned with the Infant/Toddler Guidelines and/or Ohio's Early Learning Content Standards and/or Ohio's K-12 Standards.
Curriculum review process:	No
Description of curriculum review process:	Head Start and NAEYC language/criteria is used for evaluating curriculum and curriculum is reviewed at verification visit, but this is not a formal process.
Approved curricula identified:	No
Curriculum referred to within:	Early Learning
Curriculum source of evidence:	Documentation submitted, Self-report, verified: Evidence Portfolio verified onsite by Step Up Licensing Specialists (SULS)

Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	No
Environment Rating Scales (ERS) included:	ERS scores may be used as an Alternate Pathway for programs to meet Ratio, Group Size indicators. However, they are not required.
Range or recognized ERS Scores:	At Step 2 & 3, an Alternative Pathway for meeting Ratio, Group size requirements is an overall ERS score of 5.
Additional indicators related to the environment (e.g. activities, interactions, or specific features):	At Step 2 & 3, programs are assessed with an environmental scan. This internal document checklist ensures that the environment matches the intentions of the curriculum. It examines the environment in terms of room arrangement, learning centers, and developmentally appropriate materials. Also, notes are compiled focusing on interactions. This observation serves to verify the

	Early Learning standard (which includes on Curriculum and Child Assessment indicators listed in this profile).
Environment referred to within:	N/A
Environment source of evidence:	Observation

Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	Yes
Description:	<p>Step 2 & 3: All children (except school age) receive a developmental screening within 60 days of enrollment. Referrals, if needed, are completed within 90 days. Results are formally communicated with families.</p> <p>Step 3: Children are assessed systematically utilizing both formal and informal methods to inform intentional teaching and the sharing of progress with families.</p>
Child assessment review process:	No
Approved child assessments identified:	Yes
List of approved child assessments:	"Suggested" assessments with information provided on website: ASQ, Battelle Developmental Inventory Screening Test, Bayley-III, Denver II Developmental Screening Test, PEDS, ASQ:SE, BITSEA, DECA, Greenspan Social Emotional Growth Chart, TABS.
Child assessment referred to within:	Early Learning
Child assessment source of evidence:	Documentation submitted, observation, self report, verified onsite by SULS

Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education, Training, and Career Pathway Level (as alternative pathway)
Indicators for directors include:	Education, Training, and Career Pathway Level

Directors qualifications related to administration and management	No
Administrative and management qualifications included in the indicators:	No
Bachelors degree indicator for director:	No. (Effective 7/1/10: Administrator has a BA in ECE or related field or the Career Pathways level 4)
Bachelors degree indicator for teacher:	No
Bachelors degree indicator for assistant teacher:	No
Description:	<p><u>Step 1:</u></p> <p>Staff Qualifications & Education:</p> <ul style="list-style-type: none"> -Administrator has a CDA or Career Pathways Level 2. -One Lead Teacher with an AA in ECE or Career Pathways Level 3. -Stand alone school age programs must have one Lead Teacher with an AA in related field or Career Pathways Level 3. <p>Specialized Training:</p> <ul style="list-style-type: none"> -Effective 1/1/10: Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 10 clock hours of specialized training annually. -After completion of 10 hours of pre-requisites, the annual 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.ohpdnetwork.org -Individuals who are currently enrolled in a degree granting program in early childhood or a related field can use coursework to fulfill the annual training requirement. <p><u>Step 2:</u></p> <p>Staff Qualifications & Education:</p> <ul style="list-style-type: none"> -Administrator has an AA in ECE or related field or Career Pathways Level 3. -50% of Lead Teachers have an AA in ECE or related field for school age teachers or Career Pathways Level 3. <p>Specialized Training:</p> <ul style="list-style-type: none"> -Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 10 clock hours of specialized training annually. -After completion of 10 hours of pre-requisites,

the annual 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.ohpdnetwork.org

-Individuals who are currently enrolled in a degree granting program in early childhood or a related field can use coursework to fulfill the annual training requirement.

Step 3:

Staff Qualifications & Education:

-Administrator has an AA in ECE or related field, or the Career Pathways Level 3.

(Effective 7/1/10: Administrator has a BA in ECE or related field or the Career Pathways level 4)

-Each classroom has a Lead Teacher with an AA in ECE or related field for school age teachers or Career Pathways Level 3.

-50% of Classrooms have Assistant Teachers who have a CDA or Career Pathways Level 2

(Effective 7/1/10: 100% of Classrooms has Assistant Teachers who have a CDA or Career Pathways Level 2).

Specialized Training:

-Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 10 clock hours of specialized training annually.

-After completion of 10 hours of pre-requisites, the annual 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.ohpdnetwork.org

-Individuals who are currently enrolled in a degree granting program in early childhood or a related field can use coursework to fulfill the annual training requirement.

At ALL Step Levels:

Administrative Practices (Human Resources & Development):

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.

Staff qualifications referred to within:	Staff Education and Qualifications, Specialized Training, embedded in Administrative Practices
Staff qualifications source of evidence	Documentation submitted, Observation, Self report, verified by SULS, and PD Registry. (www.ohpdnetwork.org)
Comments:	<p>Foundational training to address core job competencies must be met beforehand, giving a working knowledge about specific function. Staff must take foundational training before they can do their annual trainings.</p> <p>For more info on Career Pathways, see appendices of Guidance Document (http://jfs.ohio.gov/cdc/docs/SUTQ-Guidance.pdf)</p>

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:	No
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Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	Yes
Description:	<p>Step 1: Prescribed action plan based on results of annual PAS self-assessment.</p> <p>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 childcare.</p> <p>Step 2: Program Action Plan is completed and implemented based on a PAS self-assessment and</p>

classroom assessments and is updated annually.

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 childcare.

Step 3:
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.

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 childcare.

Administration and management referred to within:	Administrative Practices
Administration and management source of evidence:	Documentation submitted, Self report, verified Source of Evidence: Evidence Portfolio verified on-site by Step Up Licensing Specialists

Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
Comments:	Step Up to Quality is currently participating in NAEYC’s Cultural Competency Project.

Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation

Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included:	Yes
If yes, accreditation is:	Accreditation is not required by Step Up to Quality Indicators. However, it is included as an Alternative Pathway for reaching the Ratio, Group Size Indicator.

Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	No
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Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Indicators for Family Child Care Programs

Note: This section included indicators for Type A Family Child Care Home. These settings are licensed and serve no more than 12 children. Ohio considers Type A homes as licensed centers in their system, but there are different indicators for these programs.

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

Number of site-specific indicator categories:	5 categories
Site-specific names of categories used in the QRS:	Ratio, Group Size Staff Education and Qualifications Specialized Training Administrative Practices Early Learning

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No. There are additional requirements beyond licensing at Step 1.
Licensing compliance referred to within:	N/A
Source of evidence:	Licensing Database

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	Yes
Description:	<p>Step 1: Purchase the "Guide to Achieving NAFCC Accreditation" and complete Chapter 5 AND Ratio 2:12 or 1:5 if the youngest child is under 12 months and only one staff member is present.</p> <p>Step 2: NAFCC Accreditation self-study is completed and proof of observation being applied for OR Ratio 1:4 or 2:10 or 3:12 OR Score an overall score of 5 on FCC Environmental Rating Scale or no less than 4.0 on each subscale.</p> <p>Step 3: Be NAFCC or Montessori Accredited OR Ratio 1:4 or 2:9 or 3:12 OR Score an overall score of 5 on FCC Environment Rating Scale and no less than 4 on each subscale.</p>
Ratio and group size referred to within:	Ratio, Group Size
Source of evidence:	Observation

Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
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Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	Yes
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Description:	<p>Step 2: Program has an identified curriculum and planning is aligned with Infant/Toddler Guidelines and/or Ohio's Early Learning Content Standards and/or Ohio's K-12 Standards</p> <p>Step 3: Meets curriculum requirements at Step 2. In addition, curriculum must inform on-going child assessment.</p>
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Curriculum review process:	No
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Approved curricula identified:	No
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Curriculum referred to within:	Early Learning
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Curriculum source of evidence:	Documentation submitted, observation, and self report, verified onsite by Step Up Licensing Specialists
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Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	No
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Environment Rating Scales (ERS) included:	ERS scores may be used as an Alternate Pathway for programs to meet Ratio, Group Size indicators. However, they are not required.
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Range of recognized ERS Scores:	5.0
Description	At Step 2 & 3, an Alternative Pathway for meeting Ratio, Group size requirements is an overall FCCERS-R score of 5 and no less than 4 on each subscale.
Additional indicators related to the environment (e.g. activities, interactions, or specific features):	None
Environment referred to within:	N/A
Environment source of evidence:	Observation
Comments:	Family Child Care Homes (Type A) complete an annual self-assessment using the FCCERS at Steps 2 & 3.

Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	Yes
Description:	<p>Step 2 & 3:</p> <ul style="list-style-type: none"> -All children (except school age) receive a developmental screening within 60 days of enrollment. Referrals, if needed, are completed within 90 days. -Children's progress is formally communicated with parents. <p>At all Step Levels:</p> <ul style="list-style-type: none"> -A formal transition process is utilized for when children enter and/or exit the program.
Child assessment review process:	No
Approved child assessments identified:	Yes
List of approved child assessments:	"Suggested" List: ASQ, Battelle Developmental Inventory Screening Test, Bayley-III, Denver II Developmental Screening Test, PEDS, ASQ:SE, BITSEA, DECA, Greenspan Social Emotional Growth Chart, TABS.
Child assessment referred to within:	Early Learning
Child assessment source of evidence:	Documentation submitted, observation, self report, verified onsite by SULS

Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, Training, and Career Pathways Level
Family child care qualifications related to administration and management	No
Bachelors degree indicator for family child care provider:	No
Description:	<p><u>Step 1:</u></p> <p>Staff Education & Qualification: Administrator has a CDA or Career Pathways Level I equaling 40 points or more.</p> <p>Specialized Training: -Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 5 clock hours of specialized training annually. -The specialized training must be approved by ODJFS. Training hours must be job specific and/or related to the age group(s) of children that the program serves.</p> <p><u>Step 2:</u></p> <p>Staff Education & Qualification: -Administrator has an AA in ECE or Career Pathways Level 3. -One Lead Teacher has an AA in ECE or related field for school age teachers or Career Pathways Level 3.</p> <p>Specialized Training: -Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 10 clock hours of specialized training annually. -The specialized training must be approved by ODJFS. Training hours must be job specific and/or related to the age group(s) of children that the program serves.</p> <p><u>Step 3:</u></p> <p>Staff Education & Qualification: -Administrator has an AA in ECE or the Career</p>

Pathways Level 3.
 -Each Lead Teacher has an AA in ECE or related field for school age teachers, or a Career Pathways Level 3.
 -50 % of Assistant Teachers have a CDA or Career Pathways Level 2.

Specialized Training:
 -Administrators, Lead Teachers and Assistant Teachers receive a minimum of 15 clock hours of specialized training annually.
 -The specialized training must be approved by ODJFS. Training hours must be job specific and/or related to the age group(s) of children that the program serves.

At ALL Step Levels:
Administrative Practices (Human Resource Development):

-Administrator and all teachers must have a professional development plan that at a minimum includes a performance appraisal, goals, and a plan for completing specialized training.

Staff qualifications referred to within:	Staff Education and Qualifications, Specialized Training, Administrative Practices
Staff qualifications source of evidence	Documentation submitted, Observation, Other, specify, Self Report, verified by SULT
Comments:	For more info on Career Pathways, see appendices of Guidance Document: (http://jfs.ohio.gov/cdc/docs/SUTQ-Guidance.pdf)

Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included: No

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included: Yes

Description:	<p>Step 1: Annual FCCERS Self-Assessment.</p> <p>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; Paid specialized training/tuition; Discount on child care; T.E.A.C.H.</p> <p>Step 2: A program action plan is completed and implemented based on annual self-assessment.</p> <p>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; Paid specialized training/tuition; Discount on child care; T.E.A.C.H.</p> <p>Step 3: A program action plan is completed and implemented based on an annual self-assessment and input from parents and staff.</p> <p>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; Paid specialized training/tuition; Discount on child care; T.E.A.C.H.</p>
Administration and management referred to within:	Administrative Practices
Administration and management source of evidence:	Documentation submitted, Self report, verified Source of Evidence: Evidence Portfolio (coming soon) verified on-site by Step Up Licensing Specialists

Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
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Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included:	Yes
If yes, accreditation is:	Accreditation is not required by Step Up to Quality Indicators. However, it is included as an Alternative Pathway for reaching the Ratio, Group Size Indicator.

Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	No
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Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	No
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Availability of preparatory process:	Yes
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Describe preparatory process:	Step Up to Quality has general information sessions for providers. There is an automated online system for collecting documents prior to the verification visit (in process).
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Requires orientation:	No
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Describe orientation :	Program administrators may attend a Step Up to Quality 101 training session to learn about all the benefits and requirements (training offered through local Resource & Referrals).
Time from application to rating:	3-6 months
Can apply for particular rating:	Yes
Describe apply for particular rating:	Before programs submit an application for a Star rating, they must meet all the benchmark indicators in the step for which they plan to apply. The program should begin at Step One and check off every indicator that the program meets. If the program meets all the indicators in Step One proceed to Step Two and if appropriate, to Step Three. Apply for the highest step in which all indicators are met. Programs can request a change at the verification visit.

Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes
Method of outreach to parents:	Website and written materials disseminated through partners.
Outreach to providers:	Yes
Method of outreach to providers:	Website and written materials disseminated through partners.
Outreach to public:	Yes
Method of outreach to public:	Billboard, information disseminated through partners, print Advertising, radio, and website.
Percent of budget dedicated to marketing:	2%

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ERS not required, State-developed tool
Describe how scores are used in the rating:	ERS scores are used as Alternative Pathways within Ratio, Group Size indicator. However, these observational tools are not used by the QRS to determine ratings.

For Centers:

At Step 2 & 3, an Alternative Pathway for meeting Ratio, Group size requirements is an overall ERS score of 5.

For Family Child Care:

At Step 2 & 3, an Alternative Pathway for meeting Ratio, Group size requirements is an overall FCCERS-R score of 5 and no less than 4 on each subscale.

State-developed Observation tool:

At Step 2 & 3, programs are assessed with an environmental scan. This internal document checklist ensures that the environment matches the intentions of the curriculum. It examines the environment in terms of room arrangement, learning centers, and developmentally appropriate materials. Also, notes are compiled focusing on interactions. This observation serves to verify the Early Learning standard (which includes on Curriculum and Child Assessment indicators listed in this profile). The following items in this section are in response to this state-developed tool.

Frequency of observational assessment:	Annually
Method for choosing classrooms to observe:	All classrooms are observed.
Percent of classrooms observed in child care centers:	100%
Training for observers:	Initial training must be completed with the Step Up Supervisor.
Initial reliability required:	Following training, there is an unannounced field visit in which the supervisor accompanies the observer to ensure consistency.
Ongoing reliability required:	The observer is accompanied by the supervisor at least biannually to ensure consistency. The supervisor observes every program at Step 3. Also, all reports are reviewed.
Comments:	Family Child Care Type A Homes also use the FCCERS annual self-assessment.

Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the

QRS.

Training available that is linked to QRS:	Yes
Content of linked training:	Business Practices, Child Assessment, Language and literacy, Specific curriculum, Social and emotional development
Total duration of training:	10 hours/year
Trainer approval process:	Yes
Target population for training:	All programs/providers
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Business Practices, Child Assessment, Environmental Assessment, Specific curriculum, Language and literacy, Social and emotional development, Safety, Support in navigating QRS
Onsite assistance frequency	Bi-weekly
Length of onsite sessions	1-4 hours
Total duration of onsite assistance:	6 months – 1 year
Formal approval for onsite assistance provider:	Yes. Onsite assistance providers must complete a training curriculum specific to their role and meet the associated reliability requirements.
Target population for onsite assistance:	Lower quality levels
Comments about improvement process:	Onsite assistance is available to Step 1 programs working toward Step 2

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement:	Yes, Star rated programs that have not exceeded state customary rate get extra 5%. Subsidy add-ons available for Star 2 and 3.
Quality award/bonus:	Yes, Rated programs are eligible to receive an annual Quality Achievement Award as long as they maintain Star rating requirements. The amount of the award is based on a program's Star Rating, total enrollment, and the number of subsidized children (formula on website). The annual award is disbursed in one payment. A minimum of 25% of the award must be spent on Program improvements. Awards may range from \$3,000 to \$36,000 annually subject to available funding and continued compliance.
Startup award:	No
Scholarship (T.E.A.C.H)	Yes, T.E.A.C.H is available.
Wage enhancement	No, but many programs use Quality Achievement

	Award for wage enhancement.
Retention bonus:	No
Improvement grants:	Yes. A minimum of 25% of the Quality Achievement Award must be spent on Program improvements.

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Ohio Department of Job and Family Services, Bureau of Child Care and Development
QRS lead type:	State agency
Overall funding amount for most recent fiscal year:	\$17,000,000
Overall funding sources:	Child Care Development Fund
Administration funding for most recent fiscal year:	\$1,000,000
Administration funding source:	Child Care Development Fund
Quality improvement funding for most recent fiscal year:	\$16,000,000
Quality improvement funding source:	Child Care Development Fund.
Evaluation funding for most recent fiscal year:	\$216,000
Evaluation funding source:	Child Care Development Fund

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type :	University Contractors
Partner 1 name:	Ohio State University
Partner 1 function:	Evaluation
Work plan in place:	Yes
Partner 2:	Resource and Referral
Partner 2 name:	Local Child Care Resource and Referral Agencies
Partner 2 function:	Conduct observation, manage communication/information dissemination, system navigation support, TA and quality improvement services
Work plan in place:	Yes
Partner 3 type :	Resource and Referral
Partner 3 name:	Ohio Child Care Resource and Referral Association (OCCRRA)
Partner 3 function:	Manage communication/information dissemination, provide financial incentives

OCCRRA manages T.E.A.C.H Early Childhood Ohio scholarship and compensation program; manages and processes Quality Achievement Awards; manages web-based Professional Registry; works to develop and distribute marketing materials
Yes

Work plan in place:

Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies : Yes

Description: Subsidy is a part of the formula linked to the receipt of a Quality Achievement Award.

Professional development: Yes

Description Staff Qualification standards use Career Pathways levels. All trainings must be submitted through the Ohio Professional Development Network Registry.

Incorporation of other standards: Yes

Description: Ohio’s Early Childhood 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.

Evaluation

Status of evaluation : Ongoing.

List research questions for ongoing evaluation: Three phases to Ohio State University evaluation.

1. Validate system- The first phase of evaluation ensured that benchmark indicators of Step Up to Quality equate with ERS and ultimately measure program quality (Pilot 2004-2005).
2. The second phase assessed the fidelity of statewide implementation ensuring that Step Up to Quality was implemented statewide in accordance with its design (2007-2009).

3. The third and present evaluation is comparing Star Rated and Non-Rated programs. The method of this assessment is using child assessments and examining dosage(2009-present).

The purpose of this analysis was to consider the current costs to providers, family and public agencies of Ohio's Step Up to Quality (SUTQ) program and the financial implications of potential improvements to SUTQ. The analysis focused on the effectiveness of the current Quality Achievement Awards (QAA) in offsetting the costs to providers of meeting standards. It also updated previous estimates of the costs of assisting families to afford higher quality early care and education (ECE) to reflect the suggested updated SUTQ standards.

Evaluator type:	External
Evaluator name (if external)	Ohio State University & University of Washington
If external, was RFP issued:	No
Published reports to date :	Brandon, R., Stutman, T.J. (2009) Potential Improvements to Ohio's Step Up to Quality Program: Quality-based Costs to Providers, Families and Funding Agencies. Human Services Policy Center (HSPC at the Evans School of Public Affairs, University of Washington) Fiscal Model Report, January 26, 2009. http://hspc.org/publications/pdf/OH-FiscalModel.FinalReport.pdf

Key Contacts

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IMPORTANT NOTE: QRS is making many changes effective 7/1/2010. All of these changes may not be reflected in the profile above. For more information, reference PowerPoint provided on website:
<http://jfs.ohio.gov/cdc/docs/SUTQChangeseffective7-1-09.pdf>

References

Ohio Department of Job and Family Services (2009). "Step up to Quality: Progress Report July 2008-April 2009." *Step Up to Quality*. <http://jfs.ohio.gov/cdc/docs/SUTQUpdateReport.pdf>

Ohio Department of Job and Family Services (2008). "Step Up to Quality: Progress Report July 2007-June 2008." *Step Up to Quality*. <http://jfs.ohio.gov/cdc/docs/SUTQAnnualReport08.pdf>




Ohio Department of Job and Family Services (ND). "Step Up to Quality Benchmarks and Indicators for Centers." *Step Up to Quality*. <http://jfs.ohio.gov/cdc/docs/stepuptiers7-09.pdf>.

Ohio Department of Job and Family Services (2009). "Because Early Experiences Last a Lifetime: Step Up to Quality Guidance Document." *Step Up to Quality*. <http://jfs.ohio.gov/cdc/docs/SUTQ-Guidance.pdf>




Ohio Department of Job and Family Services (2009). "Quality Achievement Awards Payment Matrix for Centers." *Step Up to Quality*.

Ohio Department of Job and Family Services (2009). "Quality Achievement Awards Payment Matrix for Type A Homes." *Step Up to Quality*.

Ohio Department of Job and Family Services (2009). "Step Up to Quality Changes July 1, 2009." *Step Up to Quality*. <http://jfs.ohio.gov/cdc/docs/SUTQChangeseffective7-1-09.pdf>

	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>Effective 7/1/10: At no time may group size for children 1-12 months exceed 8 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 Accred. or overall ERS score of 5)</p>	<p>Administrator has an AA in ECE or related field, or the Career Pathways Level 3</p> <p>Effective 7/1/10: Administrator has a BA in ECE or related field or the Career Pathways level 4</p> <p style="text-align: center;">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 style="text-align: center;">AND</p> <p>50% of Classrooms have Assistant Teachers who have a CDA or Career Pathways Level 2</p> <p>Effective 7/1/10: 100% of Classrooms has Assistant Teachers who have a CDA or Career Pathways Level 2</p>	<p>Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 10 clock hours of specialized training annually.</p> <p>After completion of 10 hours of pre-requisites, the annual 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.ohpdnetwork.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 annual 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 style="text-align: center;">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 style="text-align: center;">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>Children are assessed systematically utilizing both formal and informal methods to inform intentional teaching and the sharing of progress with families.</p> <p style="text-align: center;">AND</p> <p>All children (except school age) receive a developmental screening within 60 days of enrollment. 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 style="text-align: center;">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 10 clock hours of specialized training annually.</p> <p>After completion of 10 hours of pre-requisites, the annual 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.ohpdnetwork.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 annual training requirement.</p>	<p><u>Program Planning/Evaluation</u> A program action plan is completed and implemented based on a PAS self-assessment and classroom assessments and is updated annually.</p> <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">AND</p> <p>All children (except school age) receive a developmental screening within 60 days of enrollment. 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 style="text-align: center;">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>Effective 1/1/10: Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 10 clock hours of specialized training annually.</p> <p>After completion of 10 hours of pre-requisites, the annual 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.ohpdnetwork.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 annual training requirement.</p>	<p><u>Program Planning/Evaluation</u> Program completes a prescribed action plan based on results of their annual PAS self-assessment.</p> <p style="text-align: center;">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 style="text-align: center;">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 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

Benchmark and Indicators for Child Care Centers Programs must meet licensing threshold requirements to be eligible to participate.

	Numbers Matter	Qualified Administrators & Teachers Matter	Ongoing Professional Development Matters	Administrative Supports Matter	Children's Experiences Matter
	<u>RATIO, GROUP SIZE</u> Group size 2X the ratio	<u>STAFF EDUCATION AND QUALIFICATIONS</u>	<u>SPECIALIZED TRAINING</u>	<u>ADMINISTRATIVE PRACTICES</u>	<u>EARLY LEARNING</u>
 STEP THREE	<p>Be NAFCC or Montessori Accredited</p> <p style="text-align: center;">OR</p> <p>Ratio 1:4 or 2:9 or 3:12</p> <p style="text-align: center;">OR</p> <p>Score an overall score of 5 on the Family Child Care Environment Rating Scale and no less than 4 on each subscale</p>	<p>Administrator has an AA in ECE or the Career Pathways Level 3</p> <p style="text-align: center;">AND</p> <p>Each Lead Teacher has an AA in ECE or related field for school age teachers, or a Career Pathways Level 3</p> <p style="text-align: center;">AND</p> <p>50 % of Assistant Teachers have a CDA or Career Pathways Level 2.</p>	<p>Administrators, Lead Teachers and Assistant Teachers receive a minimum of 15 clock hours of specialized training annually.</p> <p>The specialized training must be approved by ODJFS. Training hours must be job specific and/or related to the age group(s) of children that the program serves.</p>	<p><u>Program Planning/Evaluation</u> A program action plan is completed and implemented based on an annual self-assessment and input from parents and staff.</p> <p style="text-align: center;">AND</p> <p><u>Human Resource Development</u> Administrator and all teachers must have a professional development plan that at a minimum includes a performance appraisal, goals, and a plan for completing specialized training.</p> <p style="text-align: center;">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; Paid specialized training/tuition; Retirement fund; Discount on child care; T.E.A.C.H.</p>	<p>Program has an identified curriculum and planning is aligned with the Early Learning Content Standards, and/or Infant Toddler Guidelines, and/or Ohio's K-12 Standards, and informs on-going child assessment.</p> <p style="text-align: center;">AND</p> <p>All children (except school age) receive a developmental screening within 60 days of enrollment. Referrals, if needed, are completed within 90 days.</p> <p style="text-align: center;">AND</p> <p>Program creates and implements an annual action plan based on self-assessment results using the FCCRS.</p> <p style="text-align: center;">AND</p> <p>Children's progress is formally communicated with parents.</p> <p style="text-align: center;">AND</p> <p>A formal transition process is utilized for when children enter and/or exit the program.</p>
 STEP TWO	<p>NAFCC Accreditation self-study is completed and proof of observation being applied for</p> <p style="text-align: center;">OR</p> <p>Ratio 1:5 or 2:10 or 3:12</p> <p style="text-align: center;">OR</p> <p>Score an overall score of 5 on the Family Child Care Environment Rating Scale or no less than 4.0 on each subscale</p>	<p>Administrator has an AA in ECE or Career Pathways Level 3</p> <p style="text-align: center;">AND</p> <p>One Lead Teacher has 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 10 clock hours of specialized training annually.</p> <p>The specialized training must be approved by ODJFS. Training hours must be job specific and/or related to the age group(s) of children that the program serves.</p>	<p><u>Program Planning/Evaluation</u> A program action plan is completed and implemented based on an annual self-assessment.</p> <p style="text-align: center;">AND</p> <p><u>Human Resource Development</u> Administrator and all teachers must have a professional development plan that at a minimum includes a performance appraisal, goals, and a plan for completing specialized training.</p> <p style="text-align: center;">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; Paid specialized training/tuition Retirement fund; Discount on child care; T.E.A.C.H.</p>	<p>Program has an identified curriculum and planning is aligned with the Infant/Toddler Guidelines and/or Ohio's Early Learning Content Standards and/or Ohio's K-12 Standards.</p> <p style="text-align: center;">AND</p> <p>All children (except school age) receive a developmental screening within 60 days of enrollment. Referrals, if needed, are completed within 90 days.</p> <p style="text-align: center;">AND</p> <p>An annual self-assessment using the FCCRS is conducted.</p> <p style="text-align: center;">AND</p> <p>Children's progress is formally communicated with parents.</p> <p style="text-align: center;">AND</p> <p>A formal transition process is utilized for when children enter and/or exit the program.</p>
 STEP ONE	<p>Purchase the "Guide to Achieving NAFCC Accreditation" and complete Chapter 5.</p> <p style="text-align: center;">AND</p> <p>Ratio 2:12 or 1:5 if youngest child is under 12 months and only one staff member is present.</p>	<p>Administrator has a CDA</p> <p style="text-align: center;">OR</p> <p>Career Pathways Level I equaling 40 points or more</p>	<p>Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 5 clock hours of specialized training annually.</p> <p>The specialized training must be approved by ODJFS. Training hours must be job specific and/or related to the age group(s) of children that the program serves.</p>	<p><u>Program Planning/Evaluation</u> Administrator conducts an annual self-assessment.</p> <p style="text-align: center;">AND</p> <p><u>Human Resource Development</u> Administrator and all teachers must have a professional development plan that at a minimum includes a performance appraisal and a plan for completing specialized training.</p> <p style="text-align: center;">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; Paid specialized training/tuition; Discount on child care; T.E.A.C.H.</p>	<p>Programs serving infants/toddlers must have a copy of Ohio's Infant Toddler Guidelines available for use.</p> <p style="text-align: center;">AND</p> <p>Programs serving preschoolers must have a copy of Ohio's Early Learning Content Standards and Ohio's Early Learning Program Guidelines available for use.</p> <p style="text-align: center;">AND</p> <p>Programs serving school age children must have a copy of Ohio's K-12 Standards available for use.</p> <p style="text-align: center;">AND</p> <p>A formal transition process is utilized for when children enter and/or exit the program.</p>

Benchmark and Indicators Type A Homes: Programs must meet licensing threshold requirements to be eligible to participate.