Appendix D

Step Up To Quality Center Program Standards For a Four and Five-Star Rating

Domain: Learning and Development (Maximum 21 Points)	
Sub-Domain: Curriculum and Planning (CP)	
Program Standard	**Requirements**
CP 1 The program implements a written, research based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards or K-12 Resource Guide (appropriate to the age group served) and demonstrates its alignment to the child assessment. Each teacher has daily access to a copy of the curriculum. Each lead teacher has available and can access in the classroom the Early Learning and Development Standards and/or Ohio K-12 Standards or K-12 Resource Guide (appropriate to the age group served). The Early Learning and Development Standards can be located at http://jfs.ohio.gov/cdc/providers.stm The Ohio K-12 Standards or K-12 Resource Guide can be located at www.education.ohio.gov	The program shall complete and submit a copy of the prescribed form for each age group(s) served: JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality" (Rev. 7/2014) JFS 01591 "Curriculum Standard Assessment Alignment Tool: Pre-Kindergarten Strand 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). Teachers of infant, toddler, and preschool children shall be able to explain how they address the Early Learning and Development Standards through the arrangement of the learning environment, daily routines and planned experiences. School-age teachers shall explain how they address the K-12 Standards that are relevant to the program's structure, philosophy, and goals through the arrangement of the learning environment, daily routines and planned experiences. 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 shall be used for documentation.

Sub-Domain: Curriculum and Planning (CP)	
Program Standard	**Requirements**
CP 2 Teachers use a written dated plan of activities for all hours of instructional time.	Teachers shall use and have on file for review a current, written, dated plan of activities to support children's development and learning. The activity plans shall include the following information: • The teacher's name • The name of the group • The time frame the plan covers (daily, weekly, biweekly, monthly) • Daily activities to support children's development and learning and reflects current activities in the group. Lead teachers shall be able to explain the activity planning process including how they implement the curriculum and child assessment. The plan shall be aligned to all developmental domains in Ohio's Birth-Kindergarten Entry Early Learning and Development Standards or Common Core State Standards or both sets of standards; and to the relevant Ohio Academic Content Standards K-12.
CP 3 Lead teachers plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests, and abilities of children who are younger than school-age across the following domains: Approaches Toward Learning, Social/Emotional Development, Cognitive and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development in the Early Learning Development Standards and/or Common Core Standards; or the K-12 Standards for school-age children in areas chosen by the program that best matches the philosophy. (5 points)	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. All teachers shall be able to describe and give examples of how they consider individual child needs, interests and abilities during the planning process. They shall share any written documentation, work samples, collections or evidence.
CP 4 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 daily experiences for children that encourage exploration and learning.

Sub-Domain: Child Screening and Assessment (CSA)	
Child Screening Program Standard	**Child Screening Requirements**
CSA 1 The program ensures that all children (except school-age children) receive a comprehensive developmental screening that is valid and reliable within 60 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. Staff is trained to administer, score and use the screening tools appropriately.	The program shall record the name of the screening tool(s) obtained and document that the tool(s) is comprehensive and developmentally appropriate for the age groups served. The program shall maintain on file for review written documentation of the tool(s) staff members have been trained to use that includes the staff members names. The tool(s) shall include the following domains: language, cognitive, motor, social and emotional and behavioral. A program may identify more than one tool, depending on the age groups served and the domains each tool addresses. If a program identifies more than one tool, it shall provide documentation for each tool. The program shall keep on file for review screening tools that are completed for each child within 60 days of enrollment and annually thereafter, results shall be communicated with the families. The documentation shall include the child's name, date of enrollment, and date tool was administered, and date of referrals (if necessary). The program shall submit written documentation which outlines the program's referral process and the identified formal communication methods to share screening results with families. The program maintains written documentation of referrals made. Annual report: If the program is using new screening tools, the program shall submit an updated list of the screening tool(s) used as well as a list of staff who have been trained on the new tool(s).
Child Assessment Program Standard	**Child Assessment Requirements**
CSA 2 The program administers the state required assessment for all enrolled preschool aged children.	The program shall administer the Early Learning Assessment (ELA) following the schedule prescribed by the Ohio Departments of Education and Job and Family Services (ODE and ODJFS).

Child Assessment Program Standard	Child Assessment Requirements
CSA 3 The program assesses all children enrolled (except school-age children) using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families. Programs serving school-age children and stand-alone school-age programs are only required to complete informal assessments with school-age children.	The program shall submit a written description of the on-going child assessment process which includes: • A description of the on-going process used for child assessment including that formal assessments are completed at least twice annually • Identification of the standardized tool(s) used for formal assessments • Methods by which child observations are conducted and recorded • Identification of supporting evidence and the methods used to collect supporting evidence. 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 to families to share results. The program shall be able to explain the assessment process, methods, and how results are shared with families. Annual report: If the program has changed the assessment process, the program shall submit an update to the requirements listed above.
CSA 4 The program and parents work collaboratively to create two written developmental and educational goals within sixty days of enrollment for children, and updated annually.	The written goals shall include the name of the child, developmental and/or educational goals, the parent/guardian signature and date of completion. The written documentation shall clearly identify the family's opportunity to develop the goals. The goals shall be updated annually.
CSA 5 On-going child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress. (5 points) School-age child care programs or programs serving school-age children are only required to complete informal assessments with school-age children. The on-going informal child assessment results are used to make, adjust and refine instructional decisions and evaluate child progress.	The program shall submit a written description of how it applies the on-going child assessment results in the documentation for the following areas: • The process used to analyze and interpret results both at the individual child and group level. • How the program monitors individual child progress over time and used the results of the progress to inform and modify, including sharing results with families. • The intentional strategies used to inform instruction for individual children, as well as the group. The program shall be able to explain their methods for analyzing and interpreting assessment data and to explain how they modify their instructional strategies to meet the needs, interests and emerging abilities of individual children in group as well as the group.

Child Assessment Program Standard	Child Assessment Requirements
CSA 6 Program provides at least two ways to explain to families the child assessment process used and data collected, and how families can review and contribute to the education plan of their child. (4 points)	The lead teacher(s) shall be able to describe and provide written samples of the process used with families to: • Understand the child assessment process and how data is collected • Review and contribute to the education plan of their child • Share child's progress toward educational goals

Sub-Domain: Interaction and Environment (IE)	
Program Standard	**Requirements**
IE 1 The program completes an annual classroom self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate to age groups served.	The program shall maintain written documentation of the completion of a classroom self-assessment for each group of children. The tool shall be developmentally appropriate to age groups served and shall be completed annually. Note: The completion of the classroom self-assessment tool shall not be used to meet the teacher observation program standard in the Administrative and Leadership Practices domain. Annual report: The program shall submit documentation of the completed classroom self-assessment tool.
IE 2 The lead teacher in each group identifies at least one area for improvement and creates an action plan which includes a goal and at least one action step based on the results of the annual classroom self-assessment.	The lead teacher in each group shall use the results of the classroom self-assessment to identify at least one area of improvement and develop an annual action plan. The written action plan shall include: • Teacher's name • Group • Date Completed • Name of tool used • Goal • Action steps for achieving the goal • Timeframe for completing the goal
IE 3 The program supports each child's development by providing well-structured learning environments and positive interactions among staff and children.	The Ohio Classroom Observation Tool (OCOT) is conducted in randomly selected groups, representing the age groups the program serves which 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.
IE 4 Each lead teacher documents progress on action steps and readjusts goals if not met. (4 points)	Each lead teacher shall submit and 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. Each lead teacher shall be able to describe the classroom self-assessment process, the process for developing goals and action steps based on the results of the classroom self-assessment, and the progress made toward achievement of the goals throughout the year.

Domain: Administrative and Leadership Practices (Max 18 points)	
Sub-Domain: Staff Supports (SS)	

Program Standard	Requirements
SS 1 The program has a written wage structure.	The program shall have a written structure used to determine compensation for staff based on criteria established by the program such as education, experience, length of employment, role or position. The program shall submit a copy of the written wage structure it uses to compensate staff (both full-and part-time).
SS 2 The program offers two of the approved staff supports. The program offers three of the approved staff supports. (3 points)	Approved staff supports are as follows: • A total of 5 days of paid leave (sick, vacation, and/or personal) • Health benefits • Retirement • Discount on child care • Tuition reimbursement • T.E.A.C.H. Early Childhood©Ohio • Paid professional development • Paid professional membership • Flexible spending account • Life insurance • Five paid holidays • One hour of paid planning time weekly The program shall submit and maintain written documentation which includes the available supports, who is eligible to receive the staff supports and the program's formal communication of the available supports to employees.

Sub-Domain: Program Administration (PA)	
Program Standard	**Requirements**

PA 1
 	
The program completes an annual program self-assessment using a standardized tool that is used to assess a program's administrative policies, procedures and practices.
	The program shall keep on file for review, the documentation of the completed, scored and dated self-assessment tool. The self-assessment shall be completed and/or updated annually and include the following elements:
	
	    o Human resource leadership and development
	    o Family and community partnerships
	    o Program development and evaluation
	    o Business and operations management
	
	Annual report: The program shall submit documentation of the completed classroom self-assessment tool.

PA 2 The program completes an annual continuous improvement plan using results from the current annual program self-assessment, which includes a minimum of two goals and at least two action steps towards completing the goals. Input from staff and families is also included in developing the continuous improvement plan.	The program shall complete and submit the required sections of the JFS 01509 "Continuous Improvement Plan For SUTQ" (Rev. 7/2014) for the three-star rating. The plan shall be updated annually. The program shall be able to provide written examples of ways that staff and family input is gathered and used to inform the continuous improvement plan. Annual report: The program shall submit the updated JFS 01509.
PA 3 The program's annual continuous improvement plan has strategies to engage community partners to support child and family outcomes. (3 points)	The program shall complete and submit all of the optional 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. Annual report: The program shall submit the updated JFS 01509.
PA 4 The program conducts an annual survey or meeting with families and community partners to review accomplishments of program goals. (3 points)	The program shall document and submit the process of convening the focus group (if applicable) including its structure, the method used for conducting the survey or meeting with families and community partners, how the results are reviewed, and how they are used to impact program goals. A sample copy of the survey or meeting minutes, a summary of the results, and the number of families and community partners that participated shall be maintained in writing and available for review.
Sub-Domain: Staff Management (SM)	
Program Standard	**Requirements**
SM 1 Lead and assistant teachers have at least one formal observation annually.	The observation shall be completed by the administrator or person(s) designated by the administrator within 30 days of hire and updated at least annually. The program shall maintain a summary that shall include documentation of the formal observations for each staff member. The

	summary shall include the staff member's name and the date the observation was completed. Note: The completion of the classroom self-assessment tool or a self-evaluation by the lead or assistant teacher does not meet the requirement for formal observations. Annual report: The program shall submit documentation of the formal observations.
SM 2 Administrators, lead teachers and assistant teachers have annual professional development plans.	A professional development plan is a written individualized plan used to document the on-going training and professional development needs of staff, and shall be updated at least annually. For initial registrations: Professional development plans shall be created for any individual who has been employed for more than 30 days. Once rated, the initial professional development plan shall be completed within 30 days of hire. Professional development plans 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. The program shall submit a written description of the process used to complete plans for administrators, lead teachers and assistant teachers and shall have available onsite a copy of the professional development plans. Annual report: The program shall submit documentation verifying that all of the professional development plans have been updated annually.
SM 3 Results of the formal observations are used to inform individual professional development plans.	The program's professional development planning process shall include written documentation that demonstrates how the results of the formal observations were used to inform individuals' goals.
SM 4 Results of the formal observations are used to inform the program's annual continuous improvement plan. (4 points)	The program shall complete and submit all 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. Annual report: The program shall submit the updated JFS 01509.

Program Standard	Requirements
SM 5 Results of the annual classroom self-assessment are used to inform individual professional development plans. (3 points)	The document describing the process for professional development plans shall include how the results of the annual classroom self-assessments were used to inform the goals on individual professional development plans.
SM 6 Two formal observations are completed annually for all lead and assistant teachers. (2 points)	Formal observations shall be completed within 30 days of hire and updated at least annually. The observations shall be completed by the administrator or person(s) designated by administrator. Documentation of the formal observations shall include the staff member's name, position, and the date the observation was completed. The two observations shall be at least 90 days apart. Annual report: The program shall submit documentation of the formal observations.

Domain: Staff Qualifications and Professional Development (Max 16 points)	
Sub-Domain: Staff Education (SE)	
Program Standard	Requirements
SE 1 The administrator has an associate's degree (AA) in an approved related field or Career Pathways Level (CPL) 3 or an Ohio's School-Age Administrator Professional Endorsement (if serving only school-age children). Fifty percent of lead teachers have an AA in an approved related field or a CPL 3 or an Ohio's School-Age Lead Teacher Professional Endorsement (counts if in school-age only group). Administrators: • Master's degree in an approved related field or bachelor's degree (BA) with a CPL 5, or a BA in an approved related field with an Administrator Credential Level (ACL) 3 (5 points); or • BA in an approved related field with an administrator license, (4 points); or • BA in an approved related field, or CPL4, or Associate's degree (AA) in an approved related field with a CPL 3 (3 points) • AA in an approved related field with an ACL 3 (2 points)	The CDA shall be current. www.cdacouncil.org All administrators, lead and assistant teachers shall create a profile in the Ohio Professional Registry (OPR) within 30 days of beginning employment. Individuals shall submit their education to the OPR for verification, following the OPR's established policies and procedures. https://www.occrra.org/opr Documentation will not be considered complete until it has been verified by the OPR. The administrator meeting the on-site hours must meet the SUTQ education requirement. Note: The program can only earn one of the designated points values within each of the three categories. Annual report: The program shall submit the OPR documentation for verification of the education qualifications.

Lead Teachers:

- 100 percent have a BA in an approved related field or a CPL 4 (5 points); or

- 50 percent have a BA in an approved related field or a CPL 4, and the other 50 percent have a minimum of an AA in an approved field or a CPL 3 or an Ohio's School-Age Lead Teacher Professional Endorsement (counts if school-age only group) (4 points); or
- 100 percent have an AA in an approved related field or a CPL 3 or an Ohio's School-Age Lead Teacher Professional Endorsement (counts if school-age only group) (3 points)

Assistant Teachers:

- 100 percent have a CDA or CPL 2 or an Ohio's School-Age Assistant Teacher Professional Endorsement (counts if school-age only group) (4 points); or
- 50 percent have an AA in an approved related field (3 points); or
- 75 percent have a CDA or CPL 2 or an Ohio's School-Age Assistant Teacher Professional Endorsement (counts if school-age only group) (2 points); or
- 50 percent have a CDA or CPL 2 or an Ohio's School-Age Assistant Teacher Professional Endorsement (counts if school-age only group) (1 point)

Approved related fields are defined in rule 5101:2-17-01 of the Ohio Administrative Code.

*Note: An Ohio's School-Age Administrator Professional Endorsement will not count for points.

Sub-Domain: Professional Development (PD)	
Program Standard	**Requirements**
PD 1 All administrators achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium. All lead teachers and assistant teachers achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.	For initial ratings only: The program owner and all child care staff are not required to achieve the Professional Development Certificate prior to registering for an initial rating. The program owner and all child care staff shall achieve the Professional Development Certificate prior to the end of the current biennium. The required hours for the Professional Development Certificate shall be prorated based on the rating effective date of the program's initial rating.

100 percent of administrators and lead and assistant teachers have achieved Tier 3 for current or previous biennium (3 points); or 100 percent of administrators and lead and assistant teachers have achieved Tier 2 for current or previous biennium (2 points); or 50 percent of administrators and lead and assistant teachers have achieved Tier 3 for current or previous biennium (2 points); or 50 percent of administrators and lead and assistant teachers have achieved Tier 2 for current or previous biennium (1 point)	Once rated, the program owner and all child care staff achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium. If an administrator, lead teacher or assistant teacher was hired after the program's initial rating date, the required hours for the Professional Development Certificate shall be prorated based on his or her hire date.
PD 2 Administrators, lead teachers and assistant teachers shall complete the required quality and child development courses.	All newly hired administrators, lead teachers and assistant teachers are required to complete Ohio's Approach to Quality and Ohio's Overview of Child Development within 30 days of being hired unless they have documentation of the courses in the OPR or meet the exemption requirements. The hours accumulated for these two courses shall count as professional development hours. Any post-secondary child development course completed (with a grade of C or better or a passing grade from a pass/fail course) within the previous six years from an accredited institution of higher education shall count toward the Ohio's Overview of Child Development regardless of degree. Documentation of the course shall be submitted to the OPR no later than sixty days prior to the end of the biennium.

Domain: Family and Community Partnerships (Max 8 points)

Sub-Domain: Transitions (T)

Program Standard	Requirements
T 1 The program provides written information to families on transitioning children into, within, and out of the program.	The program shall submit copies of written information given to families on transitioning children into, within, and out of the program.
T 2 The program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting.	The program shall submit and maintain documentation which describes age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. The documentation shall include the age group in which the activities were conducted and the purpose of the activity.
T 3 The program transfers any child's records to the new setting at the family's request and with the family's written consent.	The program shall have a written policy explaining the procedure for obtaining family consent and transferring records that the program and parents have determined to share during the transition. The program shall have available for review, completed copies of the document used to obtain written family consent or a sample if no completed copies are available.

Program Standard	Requirements
	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.
T 4 The program meets with families to develop an individualized transition plan that supports a child's transition to another classroom or educational setting.	The program shall have a plan that includes strategies to support the individualized needs of the child during the transition process. The plan shall include the name of the staff member completing the plan, the child's name, the parent/guardian signature and date of development, and opportunities for family input. The program shall submit a document describing the process they follow for transition meetings.
T 5 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)	The program shall submit 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 and include strategies that are developmentally appropriate for the age group.

Sub-Domain: Communication and Engagement (CE)	
Program Standard	**Requirements**
CE 1 The program obtains information about the family structure and routines that is important to the child's development.	The program shall maintain the form used to collect family information with the child's name and information about family structure and routines. This information shall be on file for all children enrolled at the program.
CE 2 The program provides information regarding a minimum of at least two resources and community services to families.	The program shall submit documentation with at least two resources and community services provided to families to support the family and the development of their children.
CE 3 The program communicates with families using at least two different modes of communication; and at least one mode promotes two-way communication.	The program must show or be able to describe at least two modes of communication that the program uses to communicate with families.
CE 4 The program provides families with combined or separate information on at least one health topic and one child development topic annually that are appropriate to all age groups served at the program.	The program shall submit a combined or separate document(s) of dated information on one health topic and one child development topic provided to families.
CE 5 The program offers at least one opportunity for all families to engage in activities annually.	The program shall submit written documentation which describes the family engagement opportunities that have been offered to families. The documentation shall include information regarding the activity and to whom and when it was offered.

	Annual report: The program shall submit updated documentation of the family engagement activities.
CE 6 The program offers at least one educational training, workshop or event to support families' engagement in children's learning and development annually for each age group served.	The program shall submit and have on file for review written documentation that describes the educational training, workshop or event the program offered. The documentation shall include the date(s), topic addressed and type of activity. The activity described here shall not be the same activity to engage families in an activity annually.
CE 7 The program has written policies and procedures to ensure that children have received comprehensive health screenings or families have been provided information on the importance of health screenings. The program has written policies and procedures for its referral process to community resources that support families and children. This is not required for school-age children.	The program shall submit a written description of their health screening policy which includes how the program will ensure that children have received comprehensive health screenings and referrals to community resources. The policy shall also include a referral process to community resources for those children who have not received a health screening. Comprehensive health screenings include: vision, dental health, height, weight, hearing and blood lead and hemoglobin levels. The program shall submit a written description of its referral policy which includes how it communicates with families regarding community resources that are available to obtain the screenings. If the program only serves school-age children a statement shall be submitted explaining that these requirements do not apply.
CE 8 The program has written documentation of at least two formal and/or informal agreements with community partners and other family-serving agencies, programs and entities. (3 points)	The program shall submit documentation of formal and/or informal agreements which shall include the name of the community partner or other family-serving agencies, 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.
CE 9 The program uses a formal model or process to enhance family engagement strategies. (2 points)	The program shall submit and provide written documentation which describes the family engagement model or process used at the program. The model or process shall: • Facilitate relationship building with and within families • Support families in developing or strengthening parentings skills • Value the family's role in the child's development • Provide links for families to access resources
Program Standard	**Requirements**
CE 10 The program has an organized and currently active parent volunteer group. (1 point)	The program shall submit and have on file the names of parents of enrolled children participating in the currently active volunteer group, a description of meeting times/dates and activities they are involved in, and how the activities have related to the program in the previous 12 months.

Optional Extra Points Ratio/Group Size & Accreditation	
Optional Extra Points: Infants • 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) This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. Mixed age, 0 to 36 months, will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group.	Programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained.

Optional Extra Points:
 	
Toddlers
 	
• 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 shall be maintained 6:00 AM through 7:00 PM, excluding naptime. Mixed age 18 to 36 months, will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group.
	Programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained.

Optional Extra Points:
 	
Preschool
- 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 48 months
  to < school-age 1:13/2:26 (1 point)
 	
This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. Mixed age, 36 months to school-age will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group.
	Programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained.

Optional Extra Points: School-age - K to age 14 1:15 (2 points) ; or - K to age 14 1:16 (1 points) - This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. Mixed age, 36 months to school-age will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group.	Programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained.
Optional Extra Points: Program is accredited from an approved accrediting body. (5 points)	All approved accrediting bodies are listed at: http://jfs.ohio.gov/cdc/providers.stm The program shall have and submit a current accreditation in order to obtain extra points. 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. Annual report: The program shall submit current documentation of the accreditation.