

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

| Domain: Learning and Development (Maximum 21 Points) | |
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| Sub-Domain: Curriculum and Planning (CP) | |
| Program Standard | Requirements |
| <p>CP 1</p> <p>The program implements a written, research based, comprehensive curriculum aligned with the Early Learning and Development Standards (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.</p> <p>Each lead teacher has available and can access in the classroom the Early Learning and Development Standards.</p> <p>Programs are not required to implement a school-age curriculum.</p> | <p>The program is to complete and submit the JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants, Toddlers, and Preschoolers for Step Up To Quality" or the publisher's alignment with Ohio's Early Learning and Development Standards for each age group(s) served. This documentation to show alignment with the current curriculum is to be maintained on-site for review.</p> <p>Teachers of infant, toddler, and preschool children are to 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.</p> |
| <p>CP 2</p> <p>Teachers use a written dated plan of activities for all hours of instructional time.</p> | <p>Teachers are to use and have on file for review a current, written, dated plan of activities to support children's development and learning.</p> <p>The activity plans are to include the following information:</p> <ul style="list-style-type: none"> • 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. <p>Lead teachers are to be able to explain the activity planning process including how they implement the curriculum and child assessment. Curriculum is not required to be implemented for school-age children.</p> <p>The plans for all infants, toddlers, and preschool aged children are to be aligned to all developmental domains in Ohio's Birth-Kindergarten Entry Early Learning and Development Standards.</p> |

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| <p>CP 3</p> <p>Lead teachers plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests, and abilities of children 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)</p> | <p>Lead teachers are to 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.</p> <p>All teachers are to be able to describe and give examples of how they consider individual child needs, interests, and abilities during the planning process. They are to share any written documentation, work samples, collections, or evidence.</p> |
| <p>CP 4</p> <p>Teachers support children’s active engagement through opportunities for exploration and learning. (3 points)</p> | <p>Lead teachers are to 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.</p> |
| <p>Sub-Domain: Child Screening and Assessment (CSA)</p> | |
| <p>Program Standard</p> | <p>Requirements</p> |
| <p>CSA 1</p> <p>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.</p> <p>Staff who administer screenings are trained to administer, score and use the screening tools appropriately.</p> | <p>The tool(s) is to include the following domains: language, cognitive, motor, social and emotional and behavioral.</p> <p>A program may identify more than one tool, depending on the age groups served and the domains each tool addresses.</p> <p>The program is to keep on file for review screening tools that are completed for each child within 60 days of enrollment and annually thereafter, results are to be communicated with the families.</p> <p>The program is to maintain written documentation which outlines the program’s referral process and the identified formal communication methods to share screening results with families.</p> <p>The program maintains written documentation of referrals made. The sample JFS 01378 "Developmental Screening Referral Process for Three to Five-Star Ratings for Step Up To Quality (SUTQ)" may be used to meet this requirement.</p> |

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| <p>CSA 2</p> <p>The program administers the state required assessment for all enrolled preschool aged children.</p> | <p>The program is to administer the Early Learning Assessment (ELA) following the schedule prescribed by the Ohio Departments of Education and Job and Family Services (ODE and ODJFS).</p> |
| <p>CSA 3</p> <p>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.</p> <p>Programs serving school-age children and stand-alone school-age programs are only required to complete informal assessments with school-age children.</p> | <p>The program is to describe the on-going child assessment process which includes:</p> <ul style="list-style-type: none"> • A description of the on-going process used for child assessment 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. <p>The program is to 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.</p> <p>The program is to be able to explain the assessment process, methods, and how results are shared with families.</p> |
| <p>CSA 4</p> <p>The program and parents work collaboratively to create two written developmental and educational goals within sixty days of enrollment for children and updated annually.</p> | <p>The written goals are to include the name of the child, developmental and/or educational goals, the parent/guardian signature and date of completion. The written documentation is to clearly identify the family's opportunity to develop the goals. The goals are to be updated annually.</p> <p>The sample JFS 01514 "Developmental and Educational Goals for Step Up To Quality (SUTQ)" may be used for this requirement.</p> |
| <p>CSA 5</p> <p>On-going child assessment results are used to make, adjust, and refine instructional decisions and to evaluate child progress. (5 points)</p> <p>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.</p> | <p>The program is to apply the on-going child assessment results for the following areas:</p> <ul style="list-style-type: none"> • 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. |

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| | The program is to 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. |
| 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) is to be able to describe and provide written samples of the process used with families to: <ul style="list-style-type: none"> • 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 is to maintain written documentation of the completion of a classroom self-assessment for each group of children. The tool is to be developmentally appropriate to age groups served and is to be completed annually. Note: The completion of the classroom self-assessment tool is not to be used to meet the teacher observation program standard in the Administrative and Leadership Practices domain. |
| 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 is to 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 is to include: <ul style="list-style-type: none"> • Teacher's name • Group • Date Completed • Name of tool used • Goal • Action steps for achieving the goal • Timeframe for completing the goal The sample JFS 01518 "Classroom Self-Assessment Action Plan for Step Up TO Quality (SUTQ)" may be used for this requirement. |

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| <p>IE 3</p> <p>The program supports each child’s development by providing well-structured learning environments and positive interactions among staff and children.</p> | <p>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.</p> |
| <p>IE 4</p> <p>Each lead teacher documents progress on action steps and readjusts goals if not met. (4 points)</p> | <p>Each lead teacher is to document progress they have made on completing action steps towards achieving identified goal(s). Additionally, as goals are adjusted throughout the year based on the ability to successfully make progress, documentation of the adjustment is to also be maintained.</p> <p>The sample JFS 01518 "Classroom Self-Assessment Action Plan for Step Up To Quality (SUTQ)" may be used for this requirement.</p> <p>Each lead teacher is to 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.</p> |
| <p>Domain: Administrative and Leadership Practices (Max 18 points)</p> | |
| <p>Sub-Domain: Staff Supports (SS)</p> | |
| <p>Program Standard</p> | <p>Requirements</p> |
| <p>SS 1</p> <p>The program has a written wage structure.</p> | <p>The program is to 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.</p> |
| <p>SS 2</p> <p>The program offers two of the approved staff supports.</p> <p>The program offers three of the approved staff supports. (3 points)</p> | <p>Maintain documentation that reflects approved staff supports as follows:</p> <ul style="list-style-type: none"> • A total of 5 days of paid leave (sick, vacation, and/or personal) • Health benefits • Retirement • Discount on child care • Tuition reimbursement • T.E.A.C.H. Early Childhood@Ohio • Paid professional development • Paid professional membership • Flexible spending account • Life insurance |

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| | <ul style="list-style-type: none"> • Five paid holidays • One hour of paid planning time weekly |
| Sub-Domain: Program Administration (PA) | |
| Program Standard | Requirements |
| <p>PA 1</p> <p>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.</p> | <p>The program is to keep on file for review, the documentation of the completed, scored and dated self-assessment tool. The self-assessment is to be completed and/or updated annually and include the following elements:</p> <ul style="list-style-type: none"> • Human resource leadership and development • Family and community partnerships • Program development and evaluation • Business and operations management |
| <p>PA 2</p> <p>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.</p> <p>Input from staff and families is also included in developing the continuous improvement plan.</p> | <p>The program is to complete and submit the required sections of the JFS 01509 "Continuous Improvement Plan (CIP) for Step Up To Quality (SUTQ)". The plan is to be updated annually and should be maintained on-site for review.</p> <p>The program is to maintain written examples of ways that staff and family input is gathered and used to inform the continuous improvement plan.</p> |
| <p>PA 3</p> <p>The program's annual continuous improvement plan has strategies to engage community partners to support child and family outcomes. (3 points)</p> | <p>The program is to complete and submit all of the optional sections of the "JFS 01509 Continuous Improvement Plan (CIP) for Step Up To Quality (SUTQ)" in order to obtain points towards a four or five-star rating.</p> |
| <p>PA 4</p> <p>The program conducts an annual survey or meeting with families and community partners to review accomplishments of program goals. (3 points)</p> | <p>A sample copy of the survey or meeting minutes, a summary of the results, and the number of families and community partners that participated is to be maintained in writing and available for review.</p> |
| Sub-Domain: Staff Management (SM) | |
| Program Standard | Requirements |
| <p>SM 1</p> <p>Lead and assistant teachers have at least one formal observation annually.</p> | <p>The observation is to be completed by the administrator or person(s) designated by the administrator within 30 days of hire and updated at least annually. The program is to maintain documentation of the formal observations for each staff</p> |

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| | <p>member. The documentation is to include the staff member's name and the date the observation was completed.</p> <p>The sample JFS 01521 "Teacher Observation for Step Up To Quality (SUTQ)" may be used for this requirement.</p> <p>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.</p> |
| <p>SM 2</p> <p>Administrators, lead teachers and assistant teachers have annual professional development plans.</p> | <p>A professional development plan is a written individualized plan used to document the on-going training and professional development needs of staff and is to be updated at least annually.</p> <p>For initial registrations: Professional development plans are to be created for any individual who has been employed for more than 30 days.</p> <p>Once rated, the initial professional development plan is to be completed within 30 days of hire.</p> <p>Professional development plans 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. Copies of the plans are to be maintained on-site for review.</p> <p>The sample JFS 01587 "Professional Development Plan for Step Up To Quality (SUTQ)" may be used for this requirement.</p> |
| <p>SM 3</p> <p>Results of the formal observations are used to inform individual professional development plans.</p> | <p>The program's professional development planning process is to include written documentation that demonstrates how the results of the formal observations were used to inform individuals' goals.</p> <p>The sample JFS 01587 "Professional Development Plan for Step Up To Quality (SUTQ)" may be used for this requirement.</p> |
| <p>SM 4</p> <p>Results of the formal observations are used to inform the program's annual continuous improvement plan. (4 points)</p> | <p>The program is to complete and submit all required sections of the JFS 01509 "Continuous Improvement Plan (CIP) for Step Up To Quality (SUTQ)" in order to obtain points towards a four or five-star rating.</p> |

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| <p>SM 5</p> <p>Results of the annual classroom self-assessment are used to inform individual professional development plans. (3 points)</p> | <p>The professional development plans are to include how the results of the annual classroom self-assessments were used to inform the goals on individual professional development plans.</p> <p>The sample JFS 01587 "Professional Development Plan for Step Up To Quality (SUTQ)" may be used for this requirement.</p> |
| <p>SM 6</p> <p>Two formal observations are completed annually for all lead and assistant teachers. (2 points)</p> | <p>Formal observations are to be completed within 30 days of hire and updated at least annually. The observations are to be completed by the administrator or person(s) designated by administrator. Documentation of the formal observations are to include the staff member's name, position, and the date the observation was completed. The two observations are to be at least 90 days apart.</p> |
| <p>Domain: Staff Qualifications and Professional Development (Max 13 points)</p> | |
| <p>Sub-Domain: Staff Education (SE)</p> | |
| <p>Program Standard</p> | <p>Requirements</p> |
| <p>SE 1</p> <p>The administrator has an associate 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).</p> <p>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).</p> <p>Administrators:</p> <ul style="list-style-type: none"> • A minimum of an AA in an approved related field with a minimum of a CPL 3 (3 points) • A minimum of an AA in an approved related field with a minimum of an Administrator Credential Level (ACL) 3 (2 points) <p>Lead Teachers:</p> <ul style="list-style-type: none"> • 100 percent have a minimum of an AA in an approved related field or a minimum of a CPL 3, or an Ohio's School-Age Lead Teacher Professional Endorsement (counts if school-age only group) (3 points) | <p>The CDA is to be current. www.cdacouncil.org</p> <p>Individuals are to submit their education to the OPR for verification, following the OPR's established policies and procedures. https://occrpa.org/</p> <p>Documentation will not be considered complete until it has been verified by the OPR.</p> <p>The administrator meeting the on-site hours is to meet the SUTQ education requirement.</p> <p>Note: The program can only earn one of the designated points values within each of the three categories.</p> |

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 |
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| <p>PD 1</p> <p>All administrators achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>All lead teachers and assistant teachers achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>100 percent of administrators and lead and assistant teachers have achieved Tier 3 for current or previous biennium (3 points); or</p> <p>100 percent of administrators and lead and assistant teachers have achieved Tier 2 for current or previous biennium (2 points); or</p> <p>50 percent of administrators and lead and assistant teachers have achieved Tier 3 for current or previous biennium (2 points); or</p> <p>50 percent of administrators and lead and assistant teachers have achieved Tier 2 for current or previous biennium (1 point)</p> | <p>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 are to achieve the Professional Development Certificate prior to the end of the current biennium. The required hours for the Professional Development Certificate are to be prorated based on the rating effective date of the program's initial rating.</p> <p>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.</p> <p>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 is to be prorated based on his or her hire date.</p> <p>The administrator meeting the on-site hours is to meet the Professional Development Certificate requirement.</p> |
| <p>PD 2</p> <p>Administrators, lead teachers and assistant teachers are to complete the required quality and child development courses.</p> | <p>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.</p> <p>The hours accumulated for these two courses are to count as professional development hours.</p> <p>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 is to count toward the Ohio's Overview of Child Development regardless of degree. Documentation of the course is to be submitted to the OPR no later than sixty days prior to the end of the biennium.</p> |

| Domain: Family and Community Partnerships (Max 8 points) | |
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| Sub-Domain: Transitions (T) | |
| Program Standard | Requirements |
| <p>T 1</p> <p>The program provides written information to families on transitioning children into, within, and out of the program.</p> | <p>The program is to have available on-site information given to families on transitioning children into, within, and out of the program.</p> |
| <p>T 2</p> <p>The program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting.</p> | <p>The program is to maintain documentation on age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. The documentation is to include the age group in which the activities were conducted and the purpose of the activity.</p> |
| <p>T 3</p> <p>The program transfers any child's records to the new setting at the family's request and with the family's written consent.</p> | <p>The program is to 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.</p> <p>The program is to have available for review, completed copies of the document used to obtain written family consent or a sample if no completed copies are available.</p> <p>The written consent is to include the child's name, the name of the new setting that the records will be released to, a statement indicating the family would like the records released, the parent/guardian signature, and the date of signature.</p> |
| <p>T 4</p> <p>The program meets with families to develop an individualized transition plan that supports a child's transition to another classroom or educational setting.</p> | <p>The program is to have a plan that includes strategies to support the individualized needs of the child during the transition process.</p> <p>The plan is to 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.</p> <p>The sample JFS 01373 "Transition Plan for Three to Five-Star Ratings for Step Up To Quality (SUTQ)" may be used for this requirement.</p> |
| <p>T 5</p> <p>The program has written transition policies and procedures that include strategies for supporting transitions into, within, and out of the program for both children and families. (2 points)</p> | <p>The program is to submit the written transition policies and procedures. The strategies for supporting transitions into, within, and out of the program are to be clearly described for both children and families and include strategies that are developmentally appropriate for the age group. This documentation is to be maintained on-site for review.</p> |

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| | The sample JFS 01381 "Program Transition Policies for Four to Five-Star Ratings for Step Up To Quality (SUTQ)" may be used for this requirement. |
| Sub-Domain: Communication and Engagement (CE) | |
| Program Standard | Requirements |
| CE 1 The program provides information regarding a minimum of at least two resources and community services to families. | The program maintains examples of at least two resources and community services provided to families to support the family and the development of their children. |
| CE 2 The program communicates with families using at least two different modes of communication; and at least one mode promotes two-way communication. | The program is to show or be able to describe at least two modes of communication that the program uses to communicate with families. |
| CE 3 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 is to maintain examples of information provided on one health topic and one child development topic provided to families. |
| CE 4 The program offers at least one opportunity for all families to engage in activities annually. | The program is to maintain examples of the family engagement opportunities that have been offered to families. The example is to include information regarding the activity and to whom and when it was offered. |
| CE 5 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 is to have on file for review documentation of the educational training, workshop, or event that the program offered. The documentation is to include the date(s), topic addressed and type of activity. The activity described here is not to be the same activity to engage families in an activity annually. |
| CE 6 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 is to maintain documentation of their program's health screening policy which includes how the program will ensure that children have received comprehensive health screenings and referrals to community resources. The policy is to 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. |

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| | The program is to maintain a written description of its referral policy which includes how it communicates with families regarding community resources that are available to obtain the screenings. |
| CE 7 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 is to maintain documentation of formal and/or informal agreements. |
| CE 8 The program uses a formal model or process to enhance family engagement strategies. (2 points) | The program is to maintain written documentation which demonstrates the family engagement model or process used at the program. The model or process is to: <ul style="list-style-type: none"> • 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 |
| CE 9 The program has an organized and currently active parent volunteer group. (1 point) | The program is to maintain written documentation of their currently active volunteer group. |
| Optional Extra Points Ratio/Group Size & Accreditation | |
| <u>Optional Extra Points:</u> Infants <ul style="list-style-type: none"> • Birth to 18 months 1:4/2:8/3:10 (3 points): • Birth to 12 months 1:4/2:10 and 12 to 18 months 1:5/2:10 (2 points) This ratio is to 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. |
| <u>Optional Extra Points:</u> Toddlers | Programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained. |

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| <ul style="list-style-type: none"> • 18 to 30 months 1:5/2:10 and 30 to 36 months 1:6/2:12 (3 points); or • 18 to 30 months 1:6/2:12 and 30 to 36 months 1:7/2:14 (2 points) <p>This ratio is to 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.</p> | |
| <p><u>Optional Extra Points:</u></p> <p>Preschool</p> <ul style="list-style-type: none"> • 36 to <48 months 1:10/2:20 and 48 months to < school-age 1:12/2:24 (2 points); or • 36 to <48 months 1:11/2:22 and 48 months to < school-age 1:13/2:26 (1 point) <p>This ratio is to 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.</p> | <p>Programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained.</p> |
| <p><u>Optional Extra Points:</u></p> <p>School-age</p> <ul style="list-style-type: none"> • K to age 14 1:15 (2 points); or • K to age 14 1:16 (1 points) <p>This ratio is to 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.</p> | <p>Programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained.</p> |
| <p><u>Optional Extra Points:</u></p> <p>Program is accredited from an approved accrediting body. (5 points)</p> | <p>All approved accrediting bodies are listed at: http://jfs.ohio.gov/cdc/providers.stm</p> |

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| | <p>The program is to have and submit a current accreditation in order to obtain extra points.</p> <p>A maximum of five points can be achieved for this program standard, even if a program is accredited by more than one approved accrediting body.</p> |
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