

# Step Up To Quality Standards

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*July 2024*



# STEP UP TO QUALITY GOALS AND CHANGES



## 1. IMPROVE CHILD OUTCOMES

To improve child outcomes, the following is expected of all Programs:

- Implement **curriculum** & corresponding **assessments** aligned with the Science of Reading.
- Use a **screening tool** to assist with children falling behind.
- Provide **community resources** & referrals, when needed (i.e., food pantry, housing, etc.)



## 2. REDUCE ADMINISTRATIVE BURDEN

To simplify the requirements and reduce the administrative burden for providers by:

- Transition from 5 to 3 levels
- Eliminate the following paperwork requirements:
  - Wage Structure
  - Professional Development plans
  - Written Transition Plans



## 3. INCREASE PARENTAL ACCESS TO QUALITY SETTINGS

To retain high quality programs and to increase the availability of more early care and education programs, DCY is implementing the following:

- Rate increases in February and July 2024.
- Choice Care Choice Voucher program for families exceeding income levels for Publicly Funded Child Care
- Access Grants that provide funds for opening new programs, expanding programs or covering repairs costs.

# PROPOSAL OVERVIEW

The standards are progressions, so all Silver level programs must meet the Bronze and Silver level standards and the Gold level programs must meet Bronze, Silver and Gold level standards.

Standards
<b>Learning &amp; Development</b>
Curriculum & Assessment
Child Screening
<b>Administration &amp; Leadership Practices</b>
Staff: Child Interactions
Continuous Improvement
<b>Staff Quality &amp; Professional Development</b>
Staff Education
Professional Development
<b>Family &amp; Community Partnerships</b>
Family Partnerships / Community Resources

# LEARNING AND DEVELOPMENT

Standards	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>Learning and Development</b>			
<b>Curriculum and Assessment</b>	<p>CA 1 Obtain and implement for all infant, toddler and preschool aged children a comprehensive research-based curriculum that is aligned with the Early Learning and Development Standards (ELDS) and the Science of Reading.</p>	<p>CA2 Complete a comprehensive formal child assessment aligned to the ELDS for all infant, toddler and preschool aged children twice annually .</p>	<p>C3 Provide intentional and purposeful activities as determined from child assessments.</p> <p>Utilize assessments results to adjust / refine instruction.</p>
<p><b>Child Screening</b> Exempt for standard: school-age children or children with a current Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP)</p>	<p>CS1 Administer or confirm completion of a comprehensive screening tool within sixty (60) days of enrollment for newly enrolled children and annually for all children.</p> <p>Share or confirm results with families within thirty (30) days following the completion of the screening.</p>	<p>CS2 Refer families, whose child had an identified need, within sixty (60) days from the date of the completed screening.</p>	<p>CS3 Follow-up with families within thirty (30) days from the date of the referral, to determine if the child’s needs are being met for services.</p>

# ADMINISTRATION & LEADERSHIP PRACTICES

Standards	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>Administration &amp; Leadership Practices</b>			
<b>Staff: Child Interactions</b>	<p>SCI1 Centers: Complete an annual self-assessment for each group of children.</p> <p>Family Child Care: Complete an annual self-assessment using a tool that measures the learning environment for the program.</p>	<p>SCI2 Ohio Classroom Observation Tool (OCOT) standards are met through an observation from the Department of Children and Youth staff.</p> <p>Centers: Self-assessments for each group of children are used to determine the area of focus and to set a goal for improvement.</p> <p>Family Child Care: The environmental assessment is used to determine the area of focus and to set a goal for improvement.</p>	<p>SCI3 Ohio Classroom Observation Tool (OCOT) standards are met through an observation from the Department of Children and Youth staff.</p>
<b>Continuous Improvement</b>	<p>C11 Develop a Continuous Improvement Plan (CIP) completed annually that includes two program goals and action steps.</p>	<p>C12 The CIP includes at least one additional goal and action step based on input from staff and families.</p>	<p>C13 The CIP includes at least one additional goal and action step related to creating, maintaining or expanding ongoing community partnerships.</p>

# STAFF QUALITY & PROFESSIONAL DEVELOPMENT

Standards	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>Staff Quality and Professional Development</b>			
<b>Staff Education</b>	<p>SE1 Child Care Centers/School Based Programs: On-site Administrator meets licensing requirements.</p> <p>FCC Provider has CDA, CPL 1 or School Age (SA) Administrator Professional Development Endorsement (If only serving school-age children)</p>	<p>SE2 On site administrator has an AA* or CPL 3, SA Administrator Professional Endorsement (if only serving school-age children) or Administrator Credential 2</p> <p>FCC Provider has a CDA, or AA*, or CPL 2, SA Administrator Professional Endorsement (if only serving school-age children) or Administrator Credential 2</p>	<p>SE3 On-site Administrator has a AA*, CPL 3, or SA Administrator Professional Endorsement (if only serving school age children), or Administrator Credential 2</p> <p>FCC Provider has a CDA, AA,* CPL 2, or SA Administrator Professional Endorsement (if only serving school-age children) or Administrator Credential 2</p>
	<p>Centers / School Based Programs: 50% of lead teachers have CDA or CPL 2, or one lead teacher has a minimum of AA,* CPL 3, or School Age (SA) Lead Teacher Professional Endorsement (if serving school-age children only).</p> <p>FCC Lead Teacher (if not the provider) has a CDA, or CPL 1 or SA Lead Teacher Professional Development Endorsement )if only serving school-age children).</p> <p>*In an approved field</p>	<p>Centers / School Based Programs: 25% of teachers have a minimum of AA* or CPL 3, or SA Lead Teacher Professional Endorsement (if only serving school-age children only).</p> <p>FCC Lead Teacher: (if not the provider) has a CDA or CPL 2 or SA Lead Teacher Professional Endorsement (if only serving school-age children only).</p> <p>*In an approved field</p>	<p>Centers / School Based Programs: 50% of teachers have a minimum of AA*, CPL 3, or SA Lead Teacher Professional Endorsement (if only serving school-age children only).</p> <p>FCC Lead Teacher: (if not the provider): has an AA*, CPL 2, or SA Lead Teacher Professional Endorsement (if only serving school-age children only).</p> <p>*In an approved field</p>
<b>Professional Development</b>	<p>PD1 All administrators, leads, assistants and FCC Providers obtain <b>10 hours</b> of Ohio Approved annually. Professional Development topics must include at least <b>two</b> of the following: Trauma, Developmental Milestones, Critical Conversations, Classroom Management, Family Engagement, Curriculum &amp; Assessment, Science of Reading, Inclusion.</p> <p>Note: Approved college coursework in a related field may be used to meet training requirements.</p>	<p>PD2 Administrators or FCC Providers Only: 12 hours annually of Professional’s choice of OA training on the additional 2 hours.</p>	<p>PD3 Administrators or FCC Providers Only: 15 hours annually of Professional’s choice of OA training on the additional 5 hours.</p>

# FAMILY & COMMUNITY PARTNERSHIPS

Standards	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>Family and Community Partnerships</b>			
<b>Family Partnerships / Community Resources</b>	Program utilizes tools that identifies the needs of the whole family within thirty (30) days of enrollment and then annually.	Program follows up with families, with identified needs, with referrals within thirty (30) days.	<p>Program offers two educational training workshops or events for families.</p> <p>Follow-up with families on the referrals provided, within thirty (30) days from the date of referral, to determine if needs are being met for services.</p>

# RATIOS AND GROUP SIZE FOR GOLD RATED PROGRAMS

- Ratio requirements for Gold Rating- Centers Only- 40% of groups, infants through school age, meet lower ratios and group sizes.

Staff: Child Ratios	
Age	Requirement for Gold
Infants	Birth to 12 months 2:10 (group size only)
Toddlers	18 months to 30 months 1:6 or 2:12 and 30 months to 36 months 1:7 or 2:14
Preschool	36 months to < 48 1:11 or 2:22 and 48 months to < school age 1:13 or 2:26
School Age	Kindergarten to age 14 years 1:17 or 2:34
Family Child Care Providers	Exempt from lower ratio requirement