

Step Up To Quality Alignment Matrix

Benchmark	Step 3	ELI	NAEYC	Head Start/ Early Head Start	NIEER
<p>Ratio and Group Size (Group size twice the ratio)</p>	<p><u>Infant</u> 0-12 months – 1:4 or 2:8 or 3:10 12-18 months – 1:5</p> <p>Group size for children 0-18 months not to exceed 10 children</p> <p>Effective 7-1-10: Group size for children 0-12 months not to exceed 8 children</p>	<p><u>Infant</u> N/A</p>	<p><u>Infant</u> 0-15 months – 1:4</p>	<p><u>Infant</u> 0-18 months – 1:4</p>	<p><u>Infant</u> N/A</p>
	<p><u>Toddler</u> 18-36 months – 1:6</p>	<p><u>Toddler</u> N/A</p>	<p><u>Toddler</u> 12-28 months – 1:4 21-36 months – 1:6</p>	<p><u>Toddler</u> 18-36 months – 1:4</p>	<p><u>Toddler</u> N/A</p>
	<p><u>Preschool</u> 36-48 months – 1:10 48-60 months 1:10</p>	<p><u>Preschool</u> 36-kindergarten – 1:10</p>	<p><u>Preschool</u> 30-48 months – 1:9 48-60 months – 1:10</p>	<p><u>Preschool</u> 36-48 – 2:17 single session 2:15 double session 48-60 - 2:20 single session 2:17 double session</p>	<p><u>Preschool</u> 36-60 months – 1:10</p>
	<p><u>Schoolage</u> 5-15 years - 1:15</p>	<p><u>Schoolage</u> N/A</p>	<p><u>Schoolage</u> 5 – 15 years – 1:12</p>	<p><u>Schoolage</u> N/A</p>	<p><u>Schoolage</u> N/A</p>
	<p><u>Mixed Age</u> 0-36 months – 1:4 36-60 months – 1:10</p>	<p><u>Mixed Age</u> N/A</p>	<p><u>Mixed Age</u> If infants/toddlers – youngest child ratios apply; 30 months and older, ratios for predominate age group apply</p>	<p><u>Mixed Age</u> N/A</p>	<p><u>Mixed Age</u> N/A</p>

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Staff Education and Qualifications	<p>Administrator has a minimum of an Associates Degree in ECE or related field or Career Pathways Level 3</p> <p>Effective 7-1-10: Administrator(s) has a minimum of a Bachelors Degree in ECE or related field or Career Pathways Level 4</p> <p style="text-align: center;">AND</p> <p>Each classroom has a Lead Teacher with a minimum of an Associates Degree in Early Childhood Education, or a related field for school age teachers; or a 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 have Assistant Teachers who have a CDA or Career Pathways Level 2</p>	<p>Programs contracted in FY 06: By July 1, 2009, 100% of teachers must have attained an Associate's in ECE or approved related field</p> <p style="text-align: center;">AND</p> <p>By July 1, 2010, 50% of teachers must have attained a Bachelor's in ECE or approved related field.</p> <p style="text-align: center;">OR</p> <p>Programs contracted in FY 07 or after: By July 1, 2011, 100% of teachers must have attained an Associate's in ECE or approved related field.</p> <p style="text-align: center;">AND</p> <p>By July 1, 2012, 50% of teachers must have attained a Bachelor's in ECE or approved related field.</p>	<p>Administrator has either a Bachelor's degree or the required combination of experience & education. If not, must meet within 5 yrs.</p> <p>BA degree must include: - 9 hours in adm., leadership, and/or management; and - 24 hours in child development and learning from birth-K in ECE, child development, elementary education, or early childhood special education</p> <p><u>1 or 2 classrooms:</u> Lead Teachers have, or are working toward, an AA or BA degree</p> <p>Effective 2010: Lead Teachers have an AA degree and at least one is working toward a BA or equivalent</p> <p><u>3 classrooms:</u> at least 1 Lead Teacher has an AA or BA degree</p> <p>Effective 2010: All 3 Lead Teachers have an AA degree; at least 1 Lead Teacher is working toward a BA degree</p> <p><u>4 or more classrooms:</u> 25% of Lead Teachers have an Associate or BA Degree</p> <p>Effective 2010: All must have a CDA; 50% have a minimum of an AA degree; 25% have a minimum of a BA degree; all must be enrolled in AA or BA degree program</p> <p style="text-align: center;">AND</p> <p>50% of Assistant Teachers have a CDA, and 100% of those without a CDA are enrolled in a program leading to a CDA or equivalent.</p>	<p>Staff working with infants and toddlers must obtain CDA for infants/toddlers or equivalent credential within one year of hire.</p> <p>Preschool Classrooms: Each classroom must have a teacher with a minimum of a CDA appropriate to the age of the children being served</p> <p>Effective 10-1-11: Each classroom must have a teacher with a minimum of an AA in ECE or related field</p> <p>Effective 9-30-13: Each classroom must have a teacher with a minimum of an AA in ECE or related field; and 50% of teachers have a minimum of BA degree in ECE or a related field</p>	<p>Lead Teachers hold a Bachelor's Degree and have specialization in Pre-K.</p> <p style="text-align: center;">AND</p> <p>Assistant Teachers hold a CDA or equivalent</p>

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Staff Training	<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 seeking program in early childhood or a related field can use coursework to fulfill the annual training requirement.</p>	<p>Each educator must receive 20 hours of ODE approved professional development per biennium. Content and provider both approved by ODE.</p> <p style="text-align: center;">AND</p> <p>Each educator has or will have a written professional development plan.</p> <p style="text-align: center;">AND</p> <p>There is an agency-wide program professional development plan.</p>	<p>All teaching staff have specialized college-level coursework and/or professional development in specified areas. There are no specifics regarding the amount of hours needed in each specific area, nor are there specifics regarding if this coursework needs to be on-going.</p> <p>Specific areas include: Working with children from diverse backgrounds; Curriculum and communication skills; Knowledge and skills for age group with which they work; Assessment procedures; Special needs children.</p>	<p>Each Head Start teacher shall attend not less than 15 clock hours of professional development per year.</p> <p style="text-align: center;">AND</p> <p>All staff must have an annual review. The results of the review are used to identify training and professional development needs.</p>	<p>All teachers must complete at least a minimum of 15 clock hours of training annually.</p>
Administrative Practices	<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>Program has written Early Learning Plan.</p> <p>Written agreements with community services are in place.</p> <p>Formalized transition process is established.</p> <p>Policies and procedures for program governance are established.</p> <p>A qualified fiscal officer manages fiscal issues with internal controls in place.</p> <p>There is an annual assessment of practices.</p>	<p>All employees receive a copy of written personnel policies. Personnel policies provide for incentives based on participation in professional development opportunities.</p> <p>Salary scales are in place with increments based on professional qualifications, length of employment, and performance evaluation.</p> <p style="text-align: center;">AND</p> <p>Benefits packages are offered for full-time staff . These include health insurance, employee leave, including sick, vacation, holiday, and personal leave; education benefits; and retirement. Benefits for part-time employees are available on a prorated basis. If some of these benefits are not available, a written plan for improving benefits is developed and implemented.</p>	<p>All employees receive an orientation which includes, at a minimum, the goals and philosophy of the Head Start program.</p>	<p>N/A</p>

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Administrative Practices (continued)	<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>				
Early Learning	<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>	<p>Program selects a comprehensive curriculum which is aligned to Ohio's Early Learning Content Standards.</p> <p style="text-align: center;">AND</p> <p>Curriculum based assessment is conducted.</p> <p style="text-align: center;">AND</p> <p>Get It, Got It, Go child literacy assessment</p> <p style="text-align: center;">AND</p> <p>Pre and post teacher check-list (ELLCO</p>	<p>Curriculum guides the teachers to integrate assessment information with goals to support individualized learning.</p> <p style="text-align: center;">AND</p> <p>The curriculum addresses social, emotional, physical, language, and cognitive development and integrates key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.</p> <p style="text-align: center;">AND</p> <p>There is on-going child assessment and the results are used to align curriculum and teaching practices to the individualized interests and needs of children.</p>	<p>Program must demonstrate improved child outcomes annually, based on the Outcomes Framework.</p>	<p>Comprehensive, covering all areas identified as fundamental by the National Education Goals Panel including:</p> <ul style="list-style-type: none"> Physical well-being and motor development Social/emotional Development Approaches toward learning Language development Cognition and general knowledge