









Because Early Experiences Last A Lifetime

**Step Up To Quality Guidance Document
July 1, 2009**



	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>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>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>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>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>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>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>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>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>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>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>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>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>Program Planning/Evaluation 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>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.</p> <p style="text-align: center;">AND</p> <p>Benefits/Compensation 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>Program Planning/Evaluation A program action plan is completed and implemented based on an annual self-assessment.</p> <p style="text-align: center;">AND</p> <p>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.</p> <p style="text-align: center;">AND</p> <p>Benefits/Compensation 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>Program Planning/Evaluation Administrator conducts an annual self-assessment.</p> <p style="text-align: center;">AND</p> <p>Human Resource Development 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>Benefits/Compensation 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.

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Questions & Answers

Quality Rating Systems

What is a quality rating system?

Numerous research studies demonstrate that higher quality care leads to better child outcomes. Quality rating systems have emerged as a systemic way to measure quality and promote high quality programs. In other words, a quality rating system is a method to assess, improve and communicate the level of quality in early care and education settings (NCCIC 2006). It is similar to rating systems for restaurants and hotels. A quality rating system awards ratings to early care and education programs who achieve increasingly higher standards.

Quality rating systems generally have the following five components: Standards, Accountability, Program and Practitioner outreach and support, Financial incentives linked to compliance with quality standards and Parent and Consumer Education (Anne Mitchell).

- **Standards** (called benchmarks in Ohio) vary by state but are built on state licensing regulations, and generally include two or more levels.
- **Accountability** determines how all programs are meeting standards (benchmarks). A symbol (stars in Ohio) is awarded to each participating program, which represents the program's level of quality.
- **Program and Practitioner outreach and support** helps programs meet higher standards and promote participation. Training, mentoring, and technical assistance are the supports provided most often.
- **Financial incentives** linked to compliance with quality standards can also help increase program participation.
- **Parent and Consumer Education** efforts within quality rating systems help parents learn about quality, as well as program ratings, so they can make more informed choices on behalf of their children.

How many states have quality rating systems?

Ohio was the 14th state to implement a quality rating system statewide. There are now 18 states with statewide quality rating systems. Quality rating systems are now commonly referred to as Quality Rating and Improvement Systems (QRIS). For more information, visit www.nccic.org.

What role does a quality rating system play in an early learning system?

A quality rating system is one component of an early learning system which links to other system components such as professional development, financing and accountability with an emphasis on system wide continuous improvement.

Why is quality important?

Because early experiences last a lifetime. The research is clear-high quality early care and education programs can help prepare children for success in school, work and life. Higher quality care leads to greater cognitive language and social skills for children, which are key measures of school readiness. James Heckman, Nobel Laureate and University of Chicago economics professor states “Learning starts in infancy, long before formal education begins, and continues throughout life. Recent research demonstrates how vitally important the early preschool years are for skill formation. Early learning begets later learning and early success breeds later success, just as early failure breeds later failure.”

What is quality?

High quality programs are characterized by structural and process features that promote children’s learning and development. Research typically points to two dimensions of quality: structural features and process features. Structural features refer to the way in which the program is organized or structured, such as staff-to-child ratios and teacher qualifications. Process features refer to the positive interactions between children and others which support experiences that promote children’s learning and development. (Catherine Scott-Little)

What factors promote quality?

There are a variety of program level supports and policy level supports that promote quality. Program level supports include the structural and process indicators listed above. An essential factor is the relationship between the teacher and the child. In addition, studies also show that more stringent licensing requirements and adequate funding are also essential factors in supporting quality. (Cost Quality Outcomes Study Team, 1995)

Step Up To Quality – Ohio’s Quality Rating System

What is Step Up To Quality?

Step Up To Quality is Ohio’s voluntary quality rating system which uses licensing as a foundation and sets a continuum of clearly defined levels (Steps) of increasing quality. Step Up To Quality utilizes a building block approach in which every quality level consists of specific benchmark (rating) indicators.

Step Up To Quality has three Steps (levels) above Ohio’s licensing standards. Licensing compliance provides the strong foundation needed to support quality. Each Step builds upon the one before it, therefore a program must meet all the indicators for each benchmark at each step before progressing to the next step. Each step equates to a Star rating. Step Up To Quality awards either one, two, or three stars for each of the steps.

The benchmarks (Ratio/Group Size, Staff Education and Qualifications, Specialized Training, Administrative Practices and Early Learning) have indicators that must be achieved for each step. These benchmarks and indicators have been selected as a result of a thorough review of the research literature and promising practices in other states. Current research confirms that early care and education programs that focus on improving the following benchmarks: ratios, the formal education and ongoing professional development of teaching staff, administrative policies and curriculum are predictors which can lead to positive outcomes for children. The indicators for each benchmark do not represent an exhaustive list, but rather the essential list of what matters most for programs to achieve higher levels of quality.

In addition, research and analysis of Ohio's benchmark indicators was recently conducted. A thorough review of Ohio's Early Learning Program Guidelines, National Association for the Education of Young Children (NAEYC) accreditation standards, Early Head Start and Head Start performance standards and the National Institute Early Education Research (NIEER) standards was conducted. As a result some benchmark indicators were strengthened recently to align to these state and national standards. See alignment matrix at http://jfs.ohio.gov/CDC/SUTQ_Research.stm.

Programs are assessed and monitored by the Ohio Department of Job and Family Services Step Up To Quality Licensing Specialists. Thorough on-site verification visits are conducted to insure consistency among programs which provides increased accountability for parents.



Step 1



Step 2



Step 3

What are the goals of Step Up To Quality?

- Increase the number of high quality early care and education programs serving children;
- Provide an easy to use tool for parents so they can choose high quality early care and education programs for their children;
- Recognize and support programs that achieve higher levels of quality.

What are the benchmarks in Step Up To Quality and why do they matter?

Ratios and group size matter because lower ratios mean fewer children per teacher which allows for more positive interactions and more opportunities for individual attention.

Staff education and qualifications matter because a teacher's knowledge and understanding of early childhood development is central to the quality of care children receive.

Specialized training matters because research clearly shows that specialized and ongoing training is related to program quality and the sensitivity of interactions between teachers and children.

Administrative practices matter because good teachers work and stay in good programs. Program policies and practices directly affect the overall work climate and can either support or undermine teacher efforts. Turnover is reduced when teachers are treated professionally and compensated adequately which impacts the continuity of care for children.

Early Learning matters because early experiences last a lifetime. This means that teachers utilize research based information to plan experiences that best meet children's individual developmental needs so they are well prepared for school and life.

Participation in Step Up To Quality

Why should a program participate?

Because quality matters to Ohio's children! Programs have nothing to lose and everything to gain by participating. Regardless of where a program may be on the quality continuum, there is a Step that can accommodate their progress; from One Star to a Three Star rating. Step Up To Quality provides programs a roadmap to quality improvement. There are supports and incentives that aid movement to the next step. Finally, Step Up To Quality provides programs visible recognition for their continued commitment to achieving and maintaining higher quality standards.

What programs can participate?

All ODJFS licensed programs can participate except those that have received a notice of intent to revoke a license from the Director of Ohio Department of Job and Family Services within 48 months prior to the date of the application.

Are there eligibility requirements to become star rated?

Yes.

The eligibility requirements are that the program:

1. Is fully licensed, out of the provisional licensing period
2. Has a non-expired license
3. Has no serious risk non-compliances at the last regular licensing inspection
4. Has no serious risk non-compliances at a complaint investigation that occurred since the last licensing inspection
5. Meets all the benchmark indicators of the step for which they apply
6. Compile an Evidence Portfolio documenting achievement of benchmark indicators
7. Have required staff complete the Professional Registry profile on-line at:
www.ohpdnetwork.org

Applying for a Star Rating

As a program administrator, what do I do first?

1. Review your last licensing inspection report to determine if your program had any serious risk non-compliances. If your program did not have a serious risk non-compliance at your last licensing inspection or complaint investigation then you are eligible to apply. If your program did have a serious risk non-compliance at your last licensing inspection or complaint investigation then you are not eligible to apply at this time. Programs are eligible to apply once they have no serious risk non-compliances at the last regular licensing inspection or complaint investigation.
2. Become familiar with this guidance document.
3. Attend a Step Up to Quality 101 training session to learn about all the benefits and requirements. Contact your local child care resource and referral agency (refer to the Who To Call List at www.stepuptoquality.org) or visit www.ohpdnetwork.org for a schedule of when this training is offered.

How do I determine my program's Step level?

Before you submit an application for a Star rating, you must meet all the benchmark indicators in the step for which you 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. **Apply for the step you qualify for today, not what you may be able to attain in the future.** Programs can request a change at the time of the verification visit, if they are able to meet all the benchmark indicators of a higher step.

What is an Evidence Portfolio?

The Evidence Portfolio is a compilation of all required documentation needed to verify the benchmark indicators for the step for which you apply. Evidence Portfolio requirements, including Evidence Portfolio tabs can be found at www.stepuptoquality.org.

What staff must complete a professional profile and how do we get started?

All administrators, lead and assistant teachers must complete a professional profile. These must be completed before you submit an application. www.ohpdnetwork.org If these are not complete at the time of application submission, the program's verification visit will be delayed.

What staff must complete specialized training?

All administrators, lead and assistant teachers must complete specialized training.

Who completes the application?

The administrator (the person or persons named on the program license) must complete the application. The application is located at www.stepuptoquality.org.

Is there an alternate pathway for meeting the ratio/group size benchmark?

Yes, for Steps Two and Three. Programs applying for a Step Two who can meet all benchmark indicators in Step Two except for ratio can utilize an alternate pathway. The program must meet Step One ratios and be either nationally accredited or have an overall program Environment Rating Scale score of five, with no single subscale less than 4.

The same is true for programs applying for a Step Three who can meet all benchmark indicators in Step Three except for ratio can utilize an alternate pathway. The program must meet Step Two ratios and be either nationally accredited or have an overall program Environment Rating Scale score of five, with no single subscale less than 4.

What accrediting bodies are accepted for the alternate pathway?

The following accrediting bodies are currently in Ohio Administrative Code for programs to receive 5% subsidy increase. The following accrediting bodies can be used to meet the alternate pathway:

- National Association for the Education of Young Children (NAEYC)
- National Early Childhood Program Accreditation (NECPA)
- National Accreditation Commission for Early Care and Education Programs (NAC) managed by the National Association of the Child Care Providers (NACCP)
- National Association for Family Child Care (NAFCC)
- National Afterschool Association (NAA) which is now the Council on Accreditation (COA).

Is there an alternate pathway for meeting the administrator and/or teacher qualification benchmark?

Yes. The Career Pathways Levels 2 and 3 are approved to meet benchmark indicators. Refer to the [Career Pathways Model](#) information.

What happens if a program decides not to participate in Step Up To Quality after they have submitted their application?

The program would fill out the JFS 1556 Request to Withdraw form (this form can be found at <http://www.odjfs.state.oh.us/forms/inter.asp>) and submit the completed form to the Step Up Licensing Specialist (SULS).

The Verification Process

What happens after a program submits an application?

The program's compliance history is reviewed to assure there were no serious risk non-compliances at their last licensing inspection. If the program did have a serious risk non-compliance at the last licensing inspection, they will receive a letter stating that they are ineligible for a Star Rating.

For programs that are eligible, (did not have a serious risk non-compliance at their last licensing inspection), they will receive a letter stating that an unannounced verification visit will occur within 90 days.

The unannounced visit can not occur until all administrators, lead and assistant teachers have completed their professional development profiles so that a registry report can be generated for the Step Up Licensing Specialist to use during the verification visit.

Who conducts the verification visit?

There are staff in each licensing field office whose sole responsibility is Step Up To Quality. The Step Up Licensing Specialists (SULS) have received extensive training and are all rater reliable. There is a Quality Assurance procedure that monitors adherence to established protocols to ensure statewide consistency.

What can a program expect during the Step verification visit?

The Step Up Licensing Specialist will verify benchmark indicators using a standardized verification tool. The visit consists of direct observation of all classrooms, document review and administrator and teacher interviews. Programs are required to provide an Evidence Portfolio which includes the specific evidence that is needed to verify benchmark indicators. Please see [Preparing for the Verification Visit](#).

What happens if prior to the Step verification visit a licensing inspection or complaint investigation documents serious risk non-compliances?

The program could reapply for a Star rating once they have had a regular licensing inspection without a serious risk non-compliance.

What happens if prior to the Step verification visit a change occurs and the program no longer meets one or more indicators, such as teacher qualifications, etc.?

The program can request a lower step or the program can fill out the JFS 1556 Request to Withdraw form (<http://www.odjfs.state.oh.us/forms/inter.asp>) and submit it to the SULS.

What happens if prior to the Step verification visit a staffing change occurs but it does not interfere with meeting the indicators?

The program must have new staff complete an individual Professional Registry Profile so that the program profile can be updated.

What happens if a part time program closes for the summer prior to their verification visit?

The verification visit will occur within 90 days after the program reopens.

What happens if the administrator is not available when the unannounced verification visit takes place?

All ODJFS licensed programs are required to have a designee and therefore, the program's named designee will proceed with the verification visit in the absence of the administrator. The designee must have access to the evidence portfolio in order for the SULS to verify benchmark indicators.

What happens if during the verification visit a serious risk non-compliance occurs?

The visit will come to an end and the Step Up Licensing Specialist will complete a licensing compliance report which documents the serious risk non-compliance. A corrective action plan must be submitted to the program's regular licensing specialist within 30 days. The program will be ineligible to apply for a Star Rating until they have had a regular licensing inspection without a serious risk non-compliance.

What happens if some of the indicators can not be verified during the Step verification visit?

The program can choose to accept a lesser step if all the benchmark indicators for that step can be verified or the program can reapply after six months from the date of the visit.

Can a program request a Step increase at the time of the verification visit?

Yes, if between the time of application submission and the verification visit, benchmark indicators for a higher step have been achieved, a step increase can be requested by contacting your SULS.

When will a program be notified if they have earned a Star Rating?

There is an exit interview at the conclusion of the verification visit. If for some reason a report can not be left at the program at the conclusion of the verification visit, it will be mailed within 10 days. Notification of Star Rating is within 30 days.

If a program meets all benchmark indicators could they be denied a Star Rating?

Yes. ODJFS reserves the right to not rate a program even if benchmark indicators are met; reduce a program's Star Rating and/or remove a program's Star Rating.

Incentives and Supports for Rated Programs

What is a Quality Achievement Award?

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. The annual award is disbursed in one payment. A minimum of 25% of the award must be spent on Program Improvements which include costs associated with meeting/maintaining the Benchmarks; Critical Repairs; and Classroom Supports. For more detailed information about Quality Achievement Awards, including award amounts, please refer to the Quality Achievement Award Matrixes that are posted on www.stepuptoquality.org. Awards are subject to the availability of funding.

What are T.E.A.C.H. Scholarships?

T.E.A.C.H. Early Childhood® Ohio is a scholarship and compensation program for teachers and administrators working in early childhood programs that are participating in Step Up To Quality. T.E.A.C.H. scholars are eligible for assistance with tuition, books and release time to pursue an associate's degree. For more information about T.E.A.C.H. contact Greg Yorker at gyorker@occrra.org.

How will parents and the community know about the program's Star Rating?

Programs receive a variety of materials to publicize their star rating achievement and inform parents and the community about the quality indicators. Materials available for pick up from the local Child Care Resource & Referral agency include a large banner, framed poster, parent brochures, Step Up to Quality logo slicks, and sample press releases, letters and articles. Step Up To Quality three star programs are recognized at the annual Early Childhood Conference awards luncheon.

Maintaining a Star Rating

How long is the Star Rating valid?

The Star Rating is valid for one year from the date on the Star Rating certificate.

What is the ongoing monitoring for Star Rated programs?

Star Rated programs are evaluated annually and serious risk non-compliance findings are monitored through regular licensing inspections. Additional visits may occur based on ODJFS discretion.

How does a program apply for a Star Rating change?

Programs can apply for a higher Star Rating at the time of renewal. Programs apply for a rating change using the online application and checking the box marked "change".

What if there is a change in a benchmark indicator after the program is rated?

The program must notify the Step Up Licensing Specialist by phone within 3 business days, and follow up in writing within 10 days that there has been a change in a benchmark indicator. Once the program notifies the Step Up Licensing Specialist that there has been a change in a benchmark indicator, (i.e. a lead teacher leaving the program), an unannounced visit may take place and the rating will remain if the benchmark indicator can be verified.

How does a program renew their rating?

Programs renew their rating by using the online application and checking the box marked “renewal”. **Renewals are not automatic.** The rating will expire if the program does not apply to have their rating renewed. Prior to the rating expiration date, programs receive written notification and instructions for renewing their rating.

What happens during a renewal visit if a benchmark indicator can not be verified?

A Star Rated program can take a lesser step if the benchmark indicators for that step can be verified.

What happens if a Star Rated program has a serious risk non-compliance during a regular licensing inspection or complaint investigation?

The program will receive a warning, suspension or removal based on the serious risk non-compliance observed.

What is the difference between suspension and removal?

A suspension is for a minimum of 45 days. Removals result in the program being ineligible for a Star Rating for the length of time as determined by ODJFS. The program will be notified of the removal and the length of the removal in writing from their Step Up To Quality Licensing Specialist. Refer to the Progressive Sanctions Matrix located at www.stepuptoquality.org.

Can a program lose their Star Rating?

Yes, when any of the following occur:

- Receipt of Notice of Intent to Revoke the license
- Expired license
- A single six (6) point occurrence of a serious risk non-compliance
- More than six (6) points accumulated over the two year licensing period. For further information see **Center Serious Risk Information** on www.stepuptoquality.org.
- Program fails to maintain compliance with Star Rating requirements.

Can a program appeal the removal of their rating?

A program can appeal the removal of the Star Rating by completing a JFS 01563 Appeal Request for Step Up To Quality. This can be found in the application process section of the Step Up To Quality website at www.stepuptoquality.org.

Will a program's Quality Achievement Award be effected?

Program's whose Star Rating is removed, are no longer eligible for a Quality Achievement Award and/or county subsidy.

Program Changes

What if there is a change in administrator?

1. The program must notify the Step Up Licensing Specialist in writing within 10 days of the change in administrator.
2. The new administrator must attend a SUTQ 101 training.
3. The new administrator must complete a professional registry profile.
4. The rating will remain if benchmark indicators can be verified during an unannounced verification visit.

What if there is a location change?

1. The program must notify the Step Up Licensing Specialist in writing 10 days prior to a change in location.
2. The Rating may remain, if benchmark indicators can be verified during an unannounced verification visit.

What if there is a change in ownership?

1. The program must notify the Step Up Licensing Specialist in writing 10 days prior to a change in ownership.
2. A change in ownership requires the program to complete a new application.
3. The rating may remain, if benchmark indicators can be verified during an unannounced verification visit.

What if a program closes?

If a Star rated program closes, they need to notify the Step Up Licensing Specialist in writing within ten (10) business days prior to closure, so that all Step Up To Quality materials can be retrieved.



Glossary

Administrator(s) – Person(s) responsible for the day to day operations of a child care program as named on the ODJFS Child Care License. If more than one name is on the license, requirements apply to them as well.

Afterschool Specialist - Afterschool Specialists are available in each CCR&R. They are primarily responsible for training, assessing schoolage classrooms using the SACERS and providing technical assistance.

Alignment - Alignment is the coherence and/or correlation of products, processes and services to meet a desired end result. In a standards-based education system, alignment refers to the coherence across standards (end result), curriculum (product), assessment (process) and professional development (service).

Alignment Tools – Tools created to show alignment between guidelines/standards and curriculum and assessment.

Alternate Pathway for Ratio and Group Size - Programs that can meet the benchmark indicators for the next Step except for ratio and group size can earn the higher rating if they are either accredited by an accepted accrediting body or if they have an overall environment rating scale score of at least 5.

Approved accrediting bodies - National Association for the Education of Young Children (NAEYC); National Early Childhood Program Accreditation (NECPA); National Accreditation Commission for Early Care and Education Programs (NAC) managed by the National Association of the Child Care Providers (NACCP), National Association for Family Child Care (NAFCC); National Afterschool Association (NAA) accreditation completed by Council on Accreditation (COA)..

Assessment - The process of gathering information about children from several forms of evidence and organizing and interpreting that information (see formal and informal assessment). Child assessments are used to make, adjust and refine instructional decisions and to evaluate child progress.

Assessment System - A system that allows for decisions to be made about curriculum, special interventions, behavioral supports, eligibility for services and program improvement. A well-designed assessment system provides educators with information needed to make decisions.

Assistant Teacher – Adults who work under the direct supervision of a lead teacher and implement program activities. Assistant Teachers can work independently in a teachers absence, but for the vast majority of time the Assistant Teacher works directly with the teacher in the same space, with the same group of children. This does not include cooks, bus drivers, family service workers, floaters and substitutes.

Associates Degree – To be counted in the Career Pathways, this two year degree must be from an accredited college.

Authentic Assessments - Natural or authentic real-life tasks, examples of children’s work, observations of children in naturalistic settings and ratings of children’s everyday behaviors provide accurate reflections of their abilities. Authentic assessments of children occur in the regular classroom using tasks similar to what they are accustomed to, administered by individuals with whom they are familiar.

Benchmarks – The following: ratio, group size, staff education and qualifications, specialized training, administrative practices and early learning are identified in the research literature as essential elements of quality.

Career Pathways – An assigned level calculated by data in the Professional Development Registry. Data used to calculate a professional designation is based on a combination of formal education, experience and ongoing professional development.

Child Care Resource & Referral – (CCR&R) Local child care resource & referral agencies providing services to families, early childhood professionals and communities statewide.

Child Development Associate Credential – (CDA) - To count in meeting benchmark indicators, the CDA must be current. www.cdacouncil.org

Child Portfolio Assessments - Portfolios containing student work reflecting their accomplishments toward significant curriculum goals, particularly those that require complex thinking and the use of multiple resources. Because the assessment of student performance on these tasks can provide evidence of students' accomplishments and thereby serve as a tool to support the instructional process, portfolio assessments can bolster teachers' efficacy, encouraging them to consider how students are progressing. In addition, portfolios invite students to reflect on and take responsibility for their own progress, the assessment process, and, ultimately, their own learning. Finally, portfolios provide parents and the wider community with credible evidence of student achievement and inform policy and practice at every level of the educational system.

Continuing Education Units – (CEU's). One clock hour equals .1 CEU.

CLASS – Classroom Assessment Scoring System. E-Mail: contact@classobservation.com

Classroom Assessment - A classroom self assessment that is conducted annually using one of the following: ITERS-R; ECERS-R or ELLCO; SACERS; NAEYC tools; CLASS; Early Language and Literacy Reflection Tool (Preschool) and curriculum tools based on the age of the children in the classroom.

Clock hours – Sixty minutes equals one clock hour.

College coursework- Individuals who are currently enrolled in an accredited degree granting program in early childhood education or a related field can use coursework (general education as well early childhood) with a C or better that is completed to fulfill the annual training requirement.

College transcripts – Official record of coursework issued by institutions of higher learning.

Content Standards - Standards describing the knowledge and skills students should attain – often called the “what” of “what students should know and be able to do.” Content standards indicate ways of thinking, working, communicating, reasoning and investigating the important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline (see Early Learning Content Standards).

Continuous Improvement Planning - The process of continuous improvement includes planning, acting upon the plan, studying the results of the actions and, when necessary, revising those actions.

Core Competencies – Define what skills, knowledge and attributes early care and education professionals should possess. Ohio's Early Childhood Knowledge and Core Competencies document is available from the local CCR&R.

Corrective Action Plan – A plan submitted to the Step Up Licensing Specialist outlining steps to be taken to meet benchmark indicators.

Critical Repair – To improve the health and safety of the physical environment.

Curriculum – Goals for children's development and learning; experiences through which they will achieve those goals; what staff and families do to help children achieve goals; materials needed to support the implementation of curriculum. Programs are to utilize a curriculum that is comprehensive, evidence based and provides the program with a complete plan for learning.

Curriculum Standards Assessment Alignment Tool – This tool, created by the Ohio Department of Education, Office of Early Learning and School Readiness, is required in Steps Two and Three in preschool classrooms, in order to verify the early learning benchmark indicators.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1391&ContentID=1629&Content=24195>

Denial Letter – Letter explaining that a program is not eligible to participate in Step Up To Quality as a result of having received a Notice of Intent to Revoke within the past 48 months.

Designee – A child care staff member who has been designated as the person in charge in the absence of the administrator. The designee must have access to any pertinent documents needed to verify benchmark indicators.

Developmental Screening -- A process using an age appropriate standardized tool relevant to the population served. The screening is used to identify developmental levels of the children enrolled to support instruction. Domains should include speech/language, cognitive, gross motor, social/emotional, behavioral. Screenings are conducted by people trained on the administration of the instrument and scoring. Results are shared with families. A listing of [screening tools](#) can be found on pages 40-41.

Discount on Child Care – A workplace characteristic that provides free or reduced child care costs for employee's children.

Dual Role – A dual role is an administrator or teacher that serves in two different capacities at the program. One individual can serve a dual role at one program, i.e. lead teacher and administrator or a lead teacher for two part time sessions, but one person may not be a lead teacher and administrator at more than one program.

Early Childhood Degree –Degree in Early Childhood Education, Human Ecology, Child Development, Family Studies, and Child & Family Community Studies.

Early Childhood Environment Rating Scale-Revised – (ECERS-R) - An assessment tool that measures environmental indicators of quality in preschool classrooms. http://www.fpg.unc.edu/~ecers/ecers_frame.html

Early Childhood Environment Rating Scale-Revised (ECERS-R) Profile Report – The report given to programs after the ECERS-R has been completed identifying the score for each indicator on the scale.

Early Language & Literacy Classroom Observation – (ELLCO) - A standardized observation tool used to describe the extent to which classrooms provide children support for their language and literacy development. The ELLCO consists of three components: literacy environment checklist; classroom observation; and teacher interaction and literacy activities rating scale. The Early Language and Literacy Reflection Tool can be used at the preschool level as a classroom assessment. <http://www.pbrookes.com/store/books/smith-ellco/>

Early Language and Literacy Specialist – A person employed at institutions of higher learning responsible for providing Ohio Department of Education approved language and literacy training. Language and literacy training delivered by a Literacy Specialist is approved specialized training.

Early Learning Resources – Resources for the sole purpose of purchasing curriculum and/or assessment tools to support instruction.

Enhanced Alternative Pathway – Programs who wish to be a Step three who meet all the benchmark indicators for a Step 3 except for preschool ratio/group size and receive an overall ERS score of 5; and an overall CLASS score of 5 or better are eligible.

Evidence Portfolio – A portfolio(s) which holds the required evidence necessary to verify a Star rating. This evidence must be available for review by the Step Up Licensing Specialist during the rating verification visit.

Family/Mixed Age Groupings – A group of mixed-aged children that adheres to staff:child ratios for the youngest child in the group.

Formal Child Assessment – An assessment using a standardized or state required tool (i.e. KRA-L, Get it, Got it, Go!). The results of the assessment are clearly communicated to the child's family. Child assessment includes observing and recording children's behavior and progress, such as: developmental checklists, anecdotal records, and portfolios, etc., in order to help in the design of instructional activities that support a range of developmental levels across all domains.

Get it, Got it, Go! - Get it, Got it, Go!, also referred to as GGG, is a literacy screen used to (1) monitor child progress, and (2) monitor teacher interventions, with respect to early reading skills.

Group size – Group size shall not exceed twice the maximum number of children allowed per child care staff member. Group size requirements are based on the program following the ratio of the specific step requirements.

High School Diploma or equivalent – A staff person counted in meeting staff:child ratios must have a high school diploma recognized by the Ohio Department of Education. There must be evidence or documentation of the high school diploma. Documentation may include: a copy of the actual diploma or a college transcript, naming the employee's high school, or a copy of their degree, or a GED, High School Equivalency.

Indicator – Specific item under each benchmark that must be verified in order to receive a Star rating.

Infant – A child aged birth to 18 months.

Infant Toddler Environment Rating Scale-Revised (ITERS-R) -- An assessment tool that measures environmental indicators of quality in infant and toddler classrooms.
http://www.fpg.unc.edu/products/product_detail.cfm?apubslD=530

Infant Toddler Guidelines Training – This is the pre-requisite training for infant and toddler staff specifically aligned to Ohio's Infant Toddler Guidelines. This training is a pre-requisite and infant toddler teachers must complete 10 hours prior to taking any other SUTQ approved training.

Infant Toddler Specialist -- Infant Toddler Specialists are available in each CCR&R. They are primarily responsible for providing Infant Toddler Guidelines Training (pre-requisite), assessing infant and toddler classrooms using the ITERS-R and providing technical assistance at Emerging Star programs.

Informal Child Assessment - Assessment of children by observing and recording children's behavior and progress, such as: developmental checklists, anecdotal records, work sampling and portfolios, etc. with sampling, in order to help in the design of instructional activities that support a range of developmental levels across all domains.

Inservice Training – Inservice training is a licensing requirement for 15 hours of annual training until a total of 45 hours has been completed. The training shall include trainings in child development, health and safety, child abuse recognition/prevention, first aid and management of communicable disease. One quarter hour of college coursework translates into ten clock hours of inservice training. One semester hour of college coursework translates into fifteen clock hours of inservice training.

Intentional Teaching - Describes strategies that may address specific skills and knowledge needed by some or all students. Intentional teaching is the collection of directed, designed and rich interactions between children and teachers in which teachers purposefully challenge, structure and extend learning to promote attainment and mastery of children's skills. Intentional teaching includes evaluating and adjusting responses to differing abilities, temperaments, activity levels and developmental abilities.

Kindergarten-Age Eligible – A child is eligible to attend kindergarten as determined by the public school system where the child resides.

Lead Teacher – The adult who has the primary responsibility for a group of children and implements program activities (i.e. lesson planning, parent conferences, child assessment and curriculum planning). The lead teacher has the highest educational qualifications and is regularly assigned for a minimum of 3 ½ hours per day to teach a specific group of children. The lead teacher is counted in meeting the required staff:child ratio.

Lesson Plan – The detailed written plan of daily activities to support children's development and learning. Lessons plans are developed at a minimum on a monthly basis.

National Afterschool Alliance - (NAA) – www.naaweb.org

NAEYC Accreditation - A process that recognizes programs for meeting and maintaining higher quality standards.

National Association for the Education of Young Children – (NAEYC) The largest member organization of early childhood educators dedicated to improving the quality of programs for children from birth to grade three.
<http://www.naeyc.org/>

National Association for Family Child Care – (NAFCC) www.nafcc.org

National Institute of Early Education Research – (NIEER) <http://nieer.org/>

New Administrator Rules Training – ODJFS developed training for administrators effective January 1, 2007. This training is a pre-requisite for administrators.

Notice of Intent to Revoke – Proposed Adjudication Order (**PAO**) – A letter from the Director of ODJFS that puts the program on notice of the department's intent to take action against the application or license.

Ohio AfterSchool Association – (OAA) – www.ohioafterschool.org

Ohio Association for the Education of Young Children – (OAEYC) – A state affiliate of NAEYC. <http://oaeyc.org/>

Ohio Child Care Resource and Referral Association – (OCCRRA) - A statewide non-profit agency that promotes positive development of children, especially in out-of-home learning environments. The membership of OCCRRA consists of 12 local resource & referral agencies who provide services to families, early childhood professionals and communities. <http://www.occrra.org> Oversees T.E.A.C.H, The Ohio Professional Development Registry and Quality Achievement Awards.

Ohio Department of Education, Office of Early Learning and School Readiness – (ODE).
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>

Ohio Department of Job and Family Services (ODJFS) --. Develops and oversees programs that provide health care, employment, economic assistance, child support, and services to families and children. jfs.ohio.gov/cdc

ODJFS In-Service Training Form – The prescribed form (JFS 01307) that is used to document required training hours.

ODJFS Licensing Standards – Ohio’s minimum health and safety requirements for licensed child care programs. jfs.ohio.gov/cdc/

Ohio’s Early Learning Content Standards – A framework for curriculum and instructional planning for pre-kindergarten teachers outlining expectations for what children should know and be able to do when they enter kindergarten. There are early learning content standards in English Language Arts, Math, Science and Social Studies that align to the K-12 standards.
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>

Ohio’s Early Learning Program Guidelines – These are guidelines developed by the Ohio Department of Education which define the program elements and expectations that public preschools and Early Learning Initiative programs must follow.
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1390&Content=66730>

Ohio’s Infant Toddler Guidelines – These are guidelines that outline the developmental milestones for infants and toddlers that were written with the support of WestEd’s Program for Infant Toddler Care staff.
<http://jfs.ohio.gov/cdc/InfantToddler.pdf>

Ohio Professional Development Network (OHPD Network) - A collaboration of early childhood and afterschool professionals and partner agencies and organizations at the state and local levels. The Ohio Early Childhood Professional Development Network provides a forum for input and involvement of early childhood advocacy and professional organizations, and their public and private partners to examine early childhood professional development initiatives. This collaborative partnership continues its efforts to strengthen and build a system that provides support for the continued growth, learning, and advancement of early childhood professionals in Ohio.

On-Going Child Assessment System – Regularly and continually observing and recording children’s behavior and progress, using: developmental checklists, anecdotal records, and portfolios, etc., in order to assess the progress in achieving curriculum goals and inform intentional teaching strategies to support achieving these goals.

On-line Application – Programs apply on-line for an initial rating, changes, and renewals on the Step Up To Quality website www.stepuptoquality.org

Paid Leave – Holiday, sick, vacation, maternity, etc. Five days annually, for full time staff; paid leave may be pro-rated for part time staff.

Pending Application – Applications are pending until Step Up Licensing Specialists receives the registry report stating that the administrators, lead teachers and assistant teachers have completed professional registry profiles.

Performance Appraisal – A standardized, written assessment tool used to identify strengths and areas for improvement that at a minimum, outlines goals for the next evaluation period and includes at least one observation per year.

Plan for completing Specialized Training – A plan incorporated into the employee’s professional development plan that outlines their intent to complete specialized training as required in the Specialized Training benchmark.

Pre-requisite - Staff must fulfill their annual training requirement by first taking the required 10 hours of pre-requisites. Pre-requisites for staff are age specific. Administrator’s have specific pre-requisites for their positions also.

Preschooler – A child who is at least three years old, but is not kindergarten age-eligible.

Prescribed Action Plan (QIP) – see Quality Improvement Plan (QIP) definition.

Professional Development Plan – A written, individualized plan used to document the ongoing training and professional development needs of staff, related to the meeting of specific performance goals which must be completed within 30 days of hire and updated at least annually. A performance evaluation appraisal requires a minimum of one observation annually. A sample form is available on the Bureau’s website www.stepuptoquality.org

Professional Development Registry – A computer based system that compiles the profiles of individuals in the early care and education field and calculates, based on experience, training and/or credentials a career pathways level for each professional. The Registry includes a Director Information Portal (DIP) for administrators to use for their staff profiles, provides a means for persons to track their own professional development, includes available trainings across the state including pre-requisites, and identifies approved trainers. www.ohpdnetwork.org

Professional Membership – Membership, paid for by the program, to organizations such as: NAEYC, OAA, and Zero to Three. This applies to full time teaching staff.

Professional Registry Profile – A profile that must be completed for all Lead and Assistant Teachers, including the administrator(s). Registry Profiles are to be completed prior to applying for a rating. www.ohpdnetwork.org

Program Administration Scale (PAS) – This instrument is used to assess a program’s administrative policies, procedures and practices.

PAS Self-Assessment - This is a plan developed by the administrator based on the results of their self-assessment using the Program Administrator Scale (PAS).

Program for Infant/Toddler Program Assessment Rating Scale (PITC PARS) – Based on PITC definitions of high quality child care, this tool is used to assess the integrity with which programs implement key aspects of the PITC approach, in particular those that focus on teacher’s responsiveness and interactions with the children in their care.

Quality Achievement Awards – Annual awards for rated programs that maintain licensing compliance and Star rating requirements. The Quality Achievement Award matrixes for centers and for Type A Homes are located at www.stepuptoquality.org.

Quality Improvement Plan (QIP) - A Quality Improvement Plan lists goals and outcomes for the program. It describes the action steps that will help programs achieve these goals and includes information regarding resources and services that will help programs achieve their goals.

Rating Verification Visit – The visit whereby the Step Up Licensing Specialist will validate information submitted on the Program Verification Form.

Rating Verification Visit Letter – Letter explaining that the program is eligible for a Star Rating verification visit, as a result of meeting all eligibility requirements.

Related Field for Early Childhood Education Degree – Early Childhood Education (ECE), Child Development, Family Studies, Human Ecology, Child and Family Community Studies, Elementary Education with four courses in Child Development or Early Childhood Education from an accredited institution.

Related Field for School Age Teachers – Related fields may be elementary, middle or secondary education, physical education, counseling, etc. from an accredited institution.

R&R Step Up Specialist – The CCR&R staff person who is dedicated to working with programs in local communities.

Referrals - Children with developmental needs are referred within 90 days to the appropriate developmental professional in full partnership with the family based on developmental screening results.

Renewal Visit – Ratings are valid for one year and programs need to apply to have their rating renewed. The renewal visit will be conducted to verify that the program continues to meet the benchmark indicators.

Research-based – Rigorous, systematic, objective procedures to obtain reliable and valid knowledge about education activities and programs.

Retirement Fund – The program provides employees the opportunity to contribute to a fund specifically set aside for retirement.

Salary Structure – A written process for compensating staff based on education and length of employment.

School Age Care Environmental Rating Scale (SACERS) – An assessment tool that measures environmental indicators of quality in school age classrooms. http://www.fpg.unc.edu/~ecers/sacersdevelopment_frame.html

Schoolage Pre-requisite - Ten hours of approved Afterschool Initiative Training provided by the Afterschool Specialists from the local CCR&R.

School-Ager – A child who is in school or is school-eligible based on the entry requirements for the school district of residence, but is less than 15 years old.

School Readiness - Children who are school ready are physically healthy, have engaged in positive social experiences with other children, are learning to manage their feelings, have good communication skills, and are enthusiastic and curious about learning. It is through home, early learning and child-care experiences and the support of their communities that children enter kindergarten ready for success.

Self-assessment – An annual process that assesses either teacher, classroom and/or program effectiveness and identifies progress toward meeting goals and objectives.

Serious Risk Non-Compliances -- House Bill 11 required the Department of Job and Family Services to put forth recommendations for fines and sanctions for programs that fail to comply with licensing requirements. A new initiative called "Regulation for the 21st Century" was created to embrace this charge. In phase one, a workgroup of key stakeholders put forth the serious risk non-compliances that would lead to fines and sanctions. These became the initial eligibility requirements in order to become a Rated program. They are also the basis for either suspending or removing a Star Rating. jfs.ohio.gov/cdc

Specialized Training – Approved training for administrators, lead teachers and assistant teachers. This is an annual training requirement that is based on employee's hire dates. Approved specialized training is based on current research and evidence based practices. Inservice training in basic health and safety such as First Aid, CPR, Communicable Disease and Child Abuse do not count as specialized training.

Star Rating – Programs that apply for and upon verification meet the benchmark indicators for Step Up To Quality Steps 1, 2 or 3 will be awarded a Star Rating.

Star rating certificate – A certificate detailing the program's achievement in meeting the indicators for the Step in which they applied.

Star rating removal - A Star rating may be removed when a program accumulates more than 6 points during their two year licensing period.

Star rating suspension - A Star rating may be suspended for a minimum of 45 days when a program has a serious risk non-compliance that results in a minimum of two points.

Step 1 – Programs earn a 1 star rating for meeting all of the indicators in each of the benchmarks in this Step.

Step 2 - Programs earn a 2 star rating for meeting all of the indicators in each of the benchmarks in this Step.

Step 3 - Programs earn a 3 star rating for meeting all of the indicators in each of the benchmarks in this Step.

Step Up To Quality Licensing Specialist – (SULS) ODJFS Child Care Licensing Specialist who is responsible for verifying Star Ratings.

Subsidized Child Care – provides child care assistance to TANF eligible families.

Teacher Education and Compensation Helps (T.E.A.C.H.) -- T.E.A.C.H. Early Childhood[®] Ohio provides scholarships to teachers and family child care providers to earn degrees and credentials in Early Childhood Education. www.occrfa.org/

Technical Assistance (TA) – Technical Assistance is providing assistance to programs to support them in the operation of the child care program. TA can be provided to programs through various avenues of delivery such as but not limited to: mentors/coaches, on-site visits, in group settings. The goal is to eliminate barriers and to identify resources that can assist programs with achieving higher quality and a Star Rating.

Toddler – A child aged 18 to 36 months.

Tuition Reimbursement – The program provides at a minimum partial tuition reimbursement for college coursework for full time staff. T.E.A.C.H. support can be counted to meet this indicator.

Verification Visit – Visit conducted by Step Up Licensing Specialist which verifies the benchmark indicators for the Step in which the program applies.



Preparing For The Rating Verification Visit

During the rating verification visit the administrator, or designee, should be prepared to:

- Provide the Step Up Licensing Specialist with the Evidence Portfolio, a place to work, and a tour of the program.
- Be available to answer questions.

The Step Up Licensing Specialist (SULS) will:

- Utilize both observation and a review of the required documentation in assessing benchmark indicators.
- Observe in all classrooms to verify staff/child ratios, group size, lead teacher assignments and early learning indicators if applicable.
- Ask to speak with teachers regarding curriculum alignment and child assessment if the program has applied for a Step that includes these indicators.
- Review the completed report during an exit interview with the administrator and provide a copy of the summary report to the administrator.

Special Note: The Specialist will end the visit if:

- A serious risk non-compliance is observed. If this happens, the program may re-apply after they have had one regular licensing inspection without any serious risk non-compliances.
- The Evidence Portfolio is incomplete. If this happens, the SULS will verify what can be verified and complete a One Star Rating Readiness Scan. If the scan shows that the program can meet a lesser step, the program can accept the lesser step or the program may re-apply after 6 months from the date of the visit.
- An indicator cannot be verified. If this happens, the program may re-apply after 6 months from the date of the visit.
- ODJFS reserves the right to not rate a program even if benchmark indicators are met; reduce a program's Star Rating and/or remove a program's Star Rating.

After The Visit

After the visit, you will receive the following:

- Copy of the verification visit report approved by the Step Up supervisor (newly rated programs)
- Star Rating letter and certificate
- Marketing materials that can be picked up from the local Child Care Resource & Referral Agency



Infant Grouping Guidance

Why is group size important?

To ensure that infants become healthy, emotionally secure individuals, it is critical to establish intimate relationships between infants and caregivers. Group care that meets the intimacy needs of infants does so by caring for infants in small intimate groups.

Staff/Child ratios and Group Sizes for Infant Groups:

Step One	Step Two	Step Three
<p>Infants: 0-12 months Ratio: 1:5 or 2:10</p> <p>At no time may the group size for 0-12 month olds exceed 10</p>	<p>Infants: 0-12 months Ratio: 1:5 or 2:10</p> <p>At no time may the group size for 0-12 month olds exceed 10</p>	<p>Infants: 0-18 months Ratio 1:4, 2:8 or 3:10</p> <p>At no time may the group size for 0-18 months exceed 10</p>
<p>Infants: 12-18 months Ratio: 1:6 or 2:12</p>	<p>Infants: 12-18 months Ratio: 1:6 or 2:12</p>	<p>Infants: 12-18 months Ratio: 1:5 or 2:10</p>

What will the Step Up Licensing Specialist (SULS) be looking for:

- Each group of 10 infants has a separate play space for the group's exclusive use.
- Cribs arranged by group of infants but all cribs may be in a common area;
- Each group of infants has a separate attendance sheet;
- Each group of infants has a lead teacher.

Many current programs maintain a group size of 2:12 infants. In order to meet the Step Up to Quality requirements of not exceeding a group size of 10 infants programs can:

- Divide the group into two groups of six infants and maintain required staff/child ratios. This would require two teachers per group.
- Reduce the group by two infants to have a group of ten.

When creating separate play areas it is important to keep in mind how the program will maintain compliance with ratios while diapering infants. If hand washing facilities are located in another space staff/child ratios must be maintained at all times with the infants taken to be diapered and in the area from which they were removed. If more than one infant at a time is removed for diapering the infants must be engaged in safe, sanitary and age appropriate activities while diapers are being changed. They may not be placed directly on the restroom floor and have to remain within sight and hearing of a child care staff member who can intervene if unsafe or unsanitary conditions occur. Infants may not be left unattended on the changing table. The program could consider having a floater come into the area when a child needed to be diapered or if feasible additional hand washing facilities could be added.

If the program has additional questions, contact your Step Up To Quality Licensing Specialist (SULS).

Guidance for Evening / Overnight / Weekend Care

Indicators	Evening	Weekend
Ratio/Group Size	<p>No Change from Benchmarks As Always, the youngest child in the group determines staff/child ratio requirements & maximum group size. Applicable SUTQ ratio requirements apply.</p>	Same as Weekdays
Education	<p>No Change from Benchmarks Education requirements for Lead Teachers remain the same. The Lead Teacher needs to be with their assigned group of children for a minimum of 3.5 hours during the programs established Core Evening Hours*</p>	Same as Weekdays
Specialized Training	<p>No Change from Benchmarks Note: Family or mixed age groups that include infants/toddlers, requires that staff complete Infant/Toddler Guidelines training as their pre-requisite.</p>	<p>Same as Weekdays Note: Family or mixed age groups that include infants/toddlers, requires that staff complete Infant/Toddler Guidelines training as their pre-requisite.</p>
Administrative Practices	<p>No Change from Benchmarks</p>	Same as Weekdays
Early Learning	<p>No Change from Benchmarks</p>	Same as Weekdays

- Core Evening Hours – begin when children are re-grouped for the purpose of providing evening care and continues until children complete their bedtime routine. The Lead Teacher needs to be with their assigned group of children for a minimum of 3.5 hours during the programs established Core Evening Hours.
 For example: Program is open until 11:00 pm. The children are regrouped at 5:30 pm. At a minimum the lead needs to be present with the children from 5:30 to 9:00 pm.
- Overnight care (the hours of program operation beyond the time that children have completed their bedtime routines) is not assessed for meeting SUTQ benchmark indicators.

Career Pathways Model for Ohio Early Childhood & Afterschool Professionals

Revised October 2006

I. Overview

The purpose of this model is to provide a common system for all Ohio early care and education professionals to document and quantify their professional growth and accomplishments, and by doing so to define and advance the profession. The model uses one framework to integrate the pathways of formal education, training, experience, and specialized credentials and certifications.

Individuals accumulate "Points" along each of four pathways-- formal education, inservice training and continuing education, experience, and credentials and certifications. Total points assign one of 6 professional designations.

II. Pathways

A. Formal Education

1. Degrees

Points are awarded for the **highest degree attained**, regardless of major course of study.

HS or GED = 5 points;

AA or AS degree = 10 points;

Bachelors degree = 20 points;

Masters degree = 30 points;

PhD, Ed.D. = 40 points.

2. Credit Hours

Points are awarded for all courses completed, including those completed for a degree.

Number points = 1 x # quarter hours; 1.5 x # semester hours.

3. Area of Study

a. Points are awarded to a professional that has majored in Early Childhood Education, Child Development or Family Studies. 30 points should be awarded for each degree in those specific areas of study.

b. 5 Points are awarded for the completion of the Career Technical Early Childhood Program.

B. Inservice Training and Continuing Education Units (CEUs)

One point is awarded for every 20 hours of inservice training.

One point is awarded for every 1.5 CEUs.

C. Experience

Experience awards three points for every year work in the field and three longevity points for every five years work in the field.

"Experience" for purposes of this model includes:

1) direct work* with young children (birth - 8) and families, includes field experiences;

2) supervision, leadership, or management;

3) program coordination, development, or regulation;

4) training, instruction, or technical assistance;

5) evaluation or research.

**** must be 18 years of age or have senior standing in jvs program.***

D. Credentials and Certifications

Add points for all credentials and certifications attained.

1	Family Child Care PPI
2	Family Child Care Limited Certification
5	Family Child Care Professional Certification
5	Program for Infant & Toddler Caregivers Module I
5	Program for Infant & Toddler Caregivers Module II
5	Program for Infant & Toddler Caregivers Module III
5	Program for Infant & Toddler Caregivers Module IV
10	CDA (Family Child Care)
10	CDA (Infant Toddler)
10	CDA (Preschool)
10	CDA (Bilingual)
10	CDA (Home Visitor)
10	MR/DD Program Assistant Certification
10	MR/DD Supervisor
10	Help Me Grow Service Coordinator Credential
15	National Association for Family Child Care Accreditation
15	PreKindergarten Associates Teacher License
20	AMS I/T Credential
25	AMS Early Childhood Credential
25	AMI (Association Montessori Internationale) Certification
30	Early Childhood Teacher License
30	PreKindergarten Validation
30	Early Education of the Handicapped (EEH) Validation
30	Early Childhood Intervention Specialist (ECIS) Teacher License
30	MR/DD Early Intervention Specialist Certification

III. Early Childhood Professional Designations

“Points” are totaled across **Formal Education, Inservice Training and Continuing Education Units, Experience, and Credentials and Certifications**

Point ranges are determined for each of the following levels:

Early Childhood Professional Level I	(1-49 points)
Early Childhood Professional Level II	(50-149 points)
Early Childhood Professional Level III	(150-249 points)
Early Childhood Professional Level IV	(250-349 points)
Early Childhood Professional Level V	(350-449 points)
Early Childhood Professional Level VI	(450+ points)

IV. Advancement

Early childhood professionals will advance to higher levels as they obtain more education, training, experience, and credentials. The two Early Childhood Level III professionals described below emphasize the options for designing one's career advancement so that it meets individual goals:

Professional A) 23 years as a Professionally Certified Type B Home Provider, with National Accreditation. Taking at least 20 hours of in-service training each year, she has received both the Family Child Care and Preschool CDA credentials.

Professional B) Five years experience as a teacher, with AA in ECE, 45 hours in-service training, and a PreKindergarten Associate Teacher License.

Use the attached worksheet to find your place on the Career Pathway.

For more information, please contact registry@occrpa.org or visit www.ohpdregistry.org.

Career Pathways Model Worksheet for Ohio Early Childhood & Afterschool Professionals

Use this worksheet to find your current designation on the Career Pathways.

Formal Education

POINTS

A. Degree/Completion

- Enter points for highest degree attained
*High School or GED = 5 points; AA/AS = 10 points; BA/BS = 20 points
MA, MS, M.Ed. = 30 points; Ph.D., Ed. D. = 40 points*

B. Credit Hours

- Enter total number quarter hours completed x 1 =
- Enter total number semester hours completed x 1.5 =
*(Normally AA = 90 qtr/60 sem.hrs; BA = 180 qtr/120 sem.hrs
MA = 50 qtr/30 sem.hrs; PhD = 80 qtr/60 sem.hrs.)*

C. Area of Study

- Enter total number of completed degree with majors in ECE, CD and/or Family Studies x 30 =
- Completion of the Career Technical Early Childhood Program =
Enter 5 points for this completed program

Credentials

- Total all credentials and certifications currently held =

Training

- Enter total number in-service hours Divide by 20 =
- Enter total number CEUs Divide by 1.5 =

Experience

- Enter number of years worked in field Multiply by 3 =
- Longevity - Enter number of years worked in the field
Divide by 5, then multiply by 3 =

Total Points

Add all points in boxes together =

Early Childhood Professional Designation

Where are you now? Check the level that matches your total points.

- _____ Early Childhood Professional Level I (1-49 points)
- _____ Early Childhood Professional Level II (50-149 points)
- _____ Early Childhood Professional Level III (150-249 points)
- _____ Early Childhood Professional Level IV (250-349 points)
- _____ Early Childhood Professional Level V (350-449 points)
- _____ Early Childhood Professional Level VI (450+ points)

Specialized Training Guidance for Initial Star rating

Verification Visit Type	Benchmark Requirements	Evidence Portfolio
Initial Star Rating		
Each administrator, lead, and assistant teacher employed for at least 6 months on the date the application was submitted:	<ul style="list-style-type: none"> • Must have completed 10 hours of required training • Staff must fulfill their annual 10 hours of training requirement by taking the pre-requisites first. Once the pre-requisites are completed, staff can satisfy their annual training requirement with any other SUTQ approved training. 	<ul style="list-style-type: none"> • Documentation of training completed for all administrators, lead and assistant teachers. • Documentation accepted: ODJFS/ODE in-service training forms/certificates, CEU certificates, completed college coursework, transcripts or grade reports of completed coursework
Each administrator, lead, and assistant teacher employed for less than 6 months on the date the application was submitted:	<ul style="list-style-type: none"> • Must have a professional development plan outlining their plan to complete required specialized training hours. 	<ul style="list-style-type: none"> • Professional development plan <ul style="list-style-type: none"> ○ Completed by 31st calendar date after employee's date of hire ○ Outlines plan to complete specialized training requirements which at a minimum includes the training topics and a timeline for completion.
Each administrator, lead, and assistant hired after the date the application was submitted:	<ul style="list-style-type: none"> • Must have a professional development plan outlining their plan to complete required specialized training hours . 	<ul style="list-style-type: none"> • Professional development plan <ul style="list-style-type: none"> ○ Completed by 31st calendar date after employee's date of hire ○ Outlines plan to complete specialized training requirements which at a minimum includes the training topics and a timeline for completion.

Specialized Training Guidance for Star Rating Renewal or Change

Change of rating at renewal visit only, indicate change on application submission.

Verification Visit Type	Benchmark Requirements	Evidence Portfolio
Star Rating Renewal/ Change		
Each administrator, lead, and assistant teacher who has been employed for 30 days or less:	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
Each administrator, lead, and assistant teacher who has been employed for 31 days but less than twelve months:	<ul style="list-style-type: none"> • Must have a professional development plan outlining their plan to complete required 10 hours of specialized training. 	<ul style="list-style-type: none"> • Professional development plan <ul style="list-style-type: none"> ○ Completed by 31st calendar date after employee's date of hire • Outlines plan to complete specialized training requirements which at a minimum includes the training topics and a timeline for completion. • Documentation of any training completed to fulfill the professional development plan
Each administrator, lead, and assistant teacher who has been employed for more than twelve months:	<ul style="list-style-type: none"> • Must have a professional development plan outlining their plan to complete required 10 hours of specialized training. 	<ul style="list-style-type: none"> • Documentation of training completed for all administrators, lead and assistant teachers. • Documentation accepted: ODJFS/ODE in-service training forms/certificates, CEU certificates, completed college coursework, transcripts or grade reports of completed coursework

Commonly Used Objective Screening Tools for Young Children

There are many objective developmental and social-emotional screening tools available. No one tool is appropriate for all settings. When choosing a tool, consider its type (staff-administered or parent-report), its scientific rigor (reliability, validity, sensitivity, and specificity), and its cultural and age appropriateness. With newer tools that show scientific rigor, best standards recommend that their reliability and validity values should be .80 or higher. The following chart lists some of the more commonly used tools.

General Developmental Screening Tools

Tool & Publisher

- Parent-report tool ongoing relationship
 - For ages three months to five years development
 - Available in English, Spanish, French, Korean and Norwegian, with Mandarin and Arabic under development
- Paul Brookes Publishing Company
(800) 638.3775

Considerations: Ages and Stages Questionnaires (ASQ)

- Best used to engage parents and provide anticipatory guidance in the context of an Specific parent forms for every three months of development
- High percentage of correct identifications of children with a delay and those with normal development The normative sample was representative of risk and non-risk populations
- Reliability: Inter-rater .94, Test-Retest .94, Validity (concurrent) .96, Sensitivity .75, Specificity, 86
- Parent forms written at a sixth grade reading level
- Approximately 15 minutes to administer

www.brookespublishing.com

Battelle Developmental Inventory Screening Test

- Staff-administered tool
- For ages birth to eight years
- Available in English

Riverside Publishing Company
(800) 313.9540, www.riverpub.com

- Commonly used by infant and preschool teachers
 - Best used with other sources of information
 - Use of cut off scores results in errors in identifying children with delays
 - The normative sample was stratified by region, age, race and gender
 - Reliability: Test-Retest .98, Validity (overall) .99
 - Approximately 15 minutes to administer for children under age three and over age five
 - Approximately 30 minutes to administer for children ages three to five
-

Bayley Scale for Infant Development, 3rd Edition Screening Tool (Bayley-III)

- Staff-administered tool
- For ages one month to three and a half years
- Available in English

The Psychological Corporation
(800) 872.1726, www.psychcorp.com

- Best used by a skilled screener who is able to engage parents and child care providers
 - The normative sample was a national, stratified random sample
 - Reliability: Test-Retest .55-.96, Validity (concurrent) .66
 - Approximately 10 to 20 minutes to administer
-

Denver II Developmental Screening Test

- Staff-administered tool
- For ages birth to six years
- Available in English and Spanish

Denver Developmental Materials, Inc.
(800) 419.4729, www.denverii.com

- Best used by an experienced screener familiar with the child and as part of a process that includes other screening tools or developmental information
 - When used alone this tool tends to under identify children with delays
 - The normative sample was not representative
 - The Spanish version did not have a normative sample, it is a translation
 - Reliability: Inter-rater .92-.98, Test-Retest .89, Validity values not available, Sensitivity .55- .83, Specificity .43-.80
 - Approximately 10 to 20 minutes to administer
-

Parents' Evaluation of Developmental Status (PEDS)

- Parent-report tool
- Birth to eight years
- Available in English, Spanish and Vietnamese
- Available for licensing in Somali, Hmong, and Chinese.
- Parent forms also in Arabic, Indonesian, French, Malaysian, Portuguese, and Taiwanese.

Ellsworth & Vandermeer Press, limited
(615) 226.4460, www.pedstest.com

- Commonly used by health care providers
- Physician required to interpret results, but not to administer screening
- Accurate identifications of children with a delay and normal development
- The normative sample involved over 2,800 families from representative backgrounds
- Reliability: Inter-rater .95, Test-Retest .88, Validity (concurrent) .60-.86, Sensitivity .79, Specificity .80
- Parent forms written at a fourth grade reading level
- Approximately 10 minutes to administer

Social-Emotional Screening Tools

Tool & Publisher

Considerations

Ages and Stages Questionnaires: Social-Emotional (ASQ:SE)

- Parent-report tool
- For ages three months to five years
- Available in English and Spanish

Paul Brookes Publishing Company
(800)638.3775

www.brookespublishing.com

- Best used to engage parents and provide anticipatory guidance in the context of an ongoing relationship
- Specific parent forms for every three months of developmental
- The normative sample under-represents Caucasians, over-represents individuals of mixed ethnicity, and has a higher percentage of well-educated mothers and low-income families
- Reliability: Test-Retest .94, Validity (concurrent) .93, Sensitivity .82, Specificity .92
- Parent forms written at a sixth grade reading level
- Approximately 15 minutes to administer

Brief Infant and Toddler Social and Emotional Assessment (BITSEA)

- Parent- and child care provider-report tool
- For ages twelve months to three years
- Available in English, Spanish, French, Hebrew and Dutch

Harcourt Assessment, Incorporated

(800)211.8378, www.harcourtassessment.com

- Relies on observations made by parents and child care providers of the child in natural environments
- Parent form is completed onsite or in home, and child care provider form assesses behavior across settings
- The normative sample was a national sample of 600 children
- Reliability: Inter-rater .85, Test-Retest .87, Validity .95 (with the clinical checklist)
- Parent forms written at a fourth grade reading level
- Approximately 30 to 45 minutes to administer

Devereux Early Childhood Assessment (DECA)

- Parent- and teacher-report tool
- For ages two years to five years, with an infant/toddler version under development
- Available in English and Spanish

Kaplan Early Learning Company
(800) 334.2014

www.devereuxearlychildhood.org

- Strengths-based assessment of resilience and protective factors, and screener for behavioral concerns
- Commonly used in an educational setting
- The normative sample was a national sample of 2,000 children
- Reliability: Parent raters .94, Teacher raters .7t, Test-Retest .74, Validity values, Sensitivity .67-.78, Specificity .65-.71
- Parent forms written at a sixth grade reading level
- Approximately 10 minutes to administer

Greenspan Social Emotional Growth Chart

- Parent-report tool
- For ages birth to three and a half years
- Available in English

Harcourt Assessment, Incorporated
(800) 211.8378,

www.harcourtassessment.com

- The normative sample was a national sample of 456 children
- Reliability and Validity values not available
- Approximately to minutes to administer

Temperament and Atypical Behavior Scale (TABS)

- Parent-report tool
- For ages eleven months to six years
- Available in English

Paul Brookes Publishing Company

(800) 638.3775, www.brookespublishing.com

- Designed for rapid identification of children who have issues related to temperament and self regulation
- The normal sample was 1,000 children who had typical and atypical development from 33 states
- Reliability: Inter-rater .64, Test-Retest .81-94, Validity (concurrent) .83
- Approximately 10 to 30 minutes to administer

Research Base Supporting Step Up To Quality

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