

Standards for Family Child Care ★ Ohio

Department of Education
Department of Job and Family Services



STAR RATING SYSTEM

One-, two- and three-star programs must meet all standards at the lower levels before advancing to the next. Beyond three stars, programs will be awarded points based on their adherence to three-star requirements and their ability to earn additional points. Programs must achieve a minimum of at least one point in each of the four domains and can earn extra points for accreditation and lower staff/child ratios.



FOUR AND FIVE STARS



Step 4 and Step 5 programs must score at least one point in each of the four domains. They also can score additional points by meeting the standards listed below.

To achieve a Step 4 designation, programs must score 30-45 points.

To achieve a Step 5 designation, programs must score 46-64 points.

ADDITIONAL POINTS

Accreditation

Accredited from an approved accrediting body (5 points).

Staff/Child Ratios and Group Size

Type A Home providers: An additional child care staff member is present between the hours of 6:00 a.m. through 7:00 p.m. when five or more children are present (5 Points).

Type B Home providers: An additional child care staff member is present between the hours of 6:00 a.m. through 7:00 p.m. (excluding nap time) when four or more children are present (5 Points).

Domains	ONE STAR ★	TWO STARS ★★	THREE STARS ★★★	
	LEARNING & DEVELOPMENT (MAX 21 POINTS)			
Curriculum & Planning	<p>Program engages in a process to identify a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age group served) that is developmentally appropriate. The program has a copy of the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served).</p> <p>The program utilizes a dated, written plan of activities appropriate to the age groups served.</p>	<p>Program obtains a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) that is developmentally appropriate.</p> <p>The program utilizes a written, dated plan of activities that is aligned to all developmental domains in the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served.)</p>	<p>Program implements a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age group served) and demonstrates its alignment to assessment.</p> <p>The program utilizes a written, dated plan of activities appropriate to the age groups served that is aligned to all developmental domains in the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served.)</p>	<p>Teachers plan intentional and purposeful activities and experiences that meet the needs, interests and abilities of children across all developmental domains (5 points).</p> <p>Teacher supports children's active engagement through opportunities for exploration and learning (3 points).</p>
Child Screening & Assessment	<p>Program engages in a process to select a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school-age children.)</p> <p>Program identifies staff to be trained to administer, score and use the instrument(s) appropriately.</p>	<p>Program obtains a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school-age children.)</p> <p>Staff are trained to administer, score and use the instrument(s) appropriately.</p>	<p>Program ensures that all children (except school-age children) receive a comprehensive, developmental screening that is valid and reliable within 60 business days of entry into the program and annually thereafter. Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families.</p> <p>Program administers assessments that meet state requirements for all enrolled preschool-aged children.</p> <p>Program assesses all enrolled children using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.</p>	<p>Ongoing child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress (5 points).</p> <p>Families are provided multiple opportunities to understand the assessment process used and data collected, review and contribute to their child's education plan, and share information about their child's progress toward learning goals (4 points).</p>
Interactions & Environment	<p>Program owner obtains a copy of and familiarizes self and identified staff on how to use the Family Child Care Environment Rating Scale (FCCERS-R) or approved self-assessment tool to measure the learning environment, which includes staff/child interactions.</p>	<p>The program completes an annual self-assessment using the FCCERS-R or other approved tool to measure the learning environment, which includes staff/child interactions.</p>	<p>The program identifies an area for improvement and creates an action plan that includes a goal and action steps based on the results of the annual self-assessment using the FCCERS-R or other approved tool.</p> <p>Program supports each child's development by providing well-structured learning environments and positive interactions among staff and children.</p>	<p>Program owner documents progress on action steps and readjusts goals as needed (4 points).</p>

Domains	ONE STAR	TWO STARS	THREE STARS	FOUR AND FIVE STARS	
ADMINISTRATIVE & LEADERSHIP PRACTICES (MAX 12 POINTS)	Program Administration	Program owner completes an annual program self-assessment using an approved instrument.	Program owner completes a continuous improvement plan, which includes a minimum of one goal and action steps toward completing the goal, using results from self-assessment.	Program owner completes a continuous improvement plan, which includes a minimum of two goals and action steps towards completing the goals, using results from self-assessment. Input from staff and families also is included in developing the continuous improvement plan.	Program's annual continuous improvement plan has strategies to engage community partners to support child and family outcomes (3 points). The program conducts an annual survey with families and/or community partners to review accomplishment of program goals (3 points).
	Staff Management	Program owner and staff have annual professional development plans.	Program owner completes the Ohio Administrator Core Knowledge and Competencies self-assessment annually. All staff (other than program owner) have at least one formal observation annually.	The results of the staff observations and the program owner's self-assessment are used to inform individual professional development plans.	Results of the formal observations and annual self-assessment are used to inform the program's annual continuous improvement plan (4 points). All other staff have two formal observations annually (2 points).
STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT (MAX 13 POINTS)	Staff Education	Program owner has a high school diploma or General Education Development (GED) and either a Child Development Associate credential (CDA) or a minimum of 25 points in a Career Pathways Level (CPL) 1.	Program owner has a CDA and a minimum of 50 points in a CPL 2 or a minimum of 75 points in a CPL 2.	Program owner has an associate's degree (AA) in Early Childhood Education (ECE) or approved related field or a CPL 2 with a minimum of 125 points. One lead teacher (if not the program administrator) has an AA in ECE or an approved related field or CPL 2 with a minimum of 100 points.	Program owner has a master's degree in ECE or approved related field or a CPL 5 (5 points); or bachelor's degree (BA) in ECE or approved related field or a CPL 4 (4 points); or a CPL 3 (3 points); or AA in ECE or approved related field with a CPL 3 (2 points). 100 percent of teachers (if not program administrator) have a BA in ECE or CPL 4 (5 points); or AA in ECE or CPL 3 (4 points); or CDA or a minimum of 75 points in a CPL 2 (3 points). 50 percent of teachers (if not program administrator) have a BA in ECE or CPL 4 (3 points); or AA in ECE or CPL 3 (2 points); or CDA or a minimum of 75 points in a CPL 2 (1 point).
	Professional Development	Program owners and all staff receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in ECE or related field can use coursework to fulfill the annual training requirement.	Program owners and all staff receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in ECE or related field can use coursework to fulfill the annual training requirement.	Program owners and all staff receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in ECE or related field can use coursework to fulfill the annual training requirement.	Program owner and all staff have obtained 30 or more hours of approved professional development over a two-year period (3 points). Program owner and all staff have obtained 25 or more hours of approved professional development over a two-year period (2 points).
FAMILY & COMMUNITY PARTNERSHIPS (MAX 8 POINTS)	Transitions	Program provides written information to families on transitioning children into and out of the program.	Program provides age-appropriate activities for children to prepare them for the transition to a new educational setting. Program transfers any child's records to the new setting at the family's request and with the family's written consent.	Program meets with families to develop an individualized transition plan that supports a child's transition to a new educational setting.	The program has written transition policies and practices that include strategies for both children and families for supporting transitions into and out of the program (2 points).
	Communication & Engagement	Program obtains information about the family structure and routines that is important to the child's development. Program provides information regarding resources and community services to families.	Program communicates with families using different modes of communication. At least once per year, information on topics addressing health and child development is provided to families. Program offers at least one opportunity for families to engage in activities.	Program has an established process to inform and encourage families to participate in at least one educational training, workshop or event to support families' engagement in children's learning and development. Program has written policies and procedures to ensure that children have received comprehensive health screenings and/or that families have been provided information on the importance of health screenings and resources to obtain them. Program and parents create annual written, developmental and/or educational goals for children. Program communicates with families using different modes of communication; and at least one mode promotes two-way communication.	Program has written documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities (3 points). Program uses a formal model or process to enhance family engagement strategies (2 points). Program has an organized and active parent volunteer group (1 point).