



Evidence Portfolio

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November 2011



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Ratios & Group Size

All Steps

- Staff schedule or current employee record chart (same as licensing).
- Completed Attendance Sheets for each group of children for the month prior to the date of the application submission and subsequent months until the verification visit.
- If program is utilizing an Alternate Pathway, a copy of the current accreditation certificate or a written request for completion of the age appropriate Environment Rating Scale (ERS).



Group size – Licensing requirements define group size as 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. Programs with infants refer to the Infant Grouping Guidance in the Step Up To Quality Guidance Document. Consult with your Child Care Licensing Specialist prior to making changes to your program to ensure the program is in accordance with licensing standards.

Staff Education & Qualifications

Program is responsible for submitting education and training documentation to the PD Registry.

All Steps

Complete this item for all Steps in addition to specific Step requirements outlined below.

- All education requirements for administrator(s), lead and assistant teachers need to be verified through the Registry and a copy of the verified Registry report needs to be available in the Evidence Portfolio. This report verifies the Career Pathways Level and/or the education qualifications for administrator(s), lead and assistant teachers for the step for which the program has applied.

Step 1

- Administrator(s): minimum of a CDA **or** Career Pathways Level 2.
- One Lead Teacher with an AA in ECE **or** related field **or** Career Pathways Level 3.

Step 2

- Administrator(s): minimum of an AA in ECE **or** related field **or** Career Pathways Level 3.
- Lead Teacher(s) in 50% of all classrooms/groups: AA in ECE **or** Career Pathways Level 3 (School age lead teachers: AA in ECE **or** related field).

Step 3

- Administrator(s): BA in ECE or related field **or** Career Pathways Level 4. If more than one administrator on license, one administrator must have BA in ECE or related field **or** Career Pathways Level 4 and other administrator(s) must have a minimum of an AA in ECE or related field **or** Career Pathways Level 3.
- Each classroom has a Lead Teacher(s) with an AA in ECE **or** Career Pathways Level 3. (School age lead teachers: AA in ECE or related field)
- 50% of classrooms have assistant teacher(s) with a CDA **or** Career Pathways Level 2.



Professional Development Registry – A computer based system that compiles the profiles of individuals in the early care and education field. Career pathways level for the individual is calculated based on their experience, training and/or credentials. 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 prerequisites, and identifies approved trainers.
www.opdn.org

All administrators, lead and assistant teachers must have their profile information submitted and career pathways level calculated in the Registry prior to the submission of an application for a Star Rating.

Specialized Training

All Steps

- Assessed based on person's date of hire.
- 10 hours of pre-requisites required for all job functions.
- 20 hours every two years after pre-requisites are completed.

Ten hours of pre-requisites met.

- **Administrators:** Administrator Rules Training (7.5 hours) plus 2.5 hours of approved Administrator Specialized Training Topics.
- **Infant/Toddler Staff:** Infant Toddler Guidelines Training (10 hours).
- **Preschool:** Early Learning Content Standards Training (10 hours).
- **Schoolage:** It's Series Trainings (10 hours).

Twenty hours of specialized training every two years based on employees hire date and aligned to the goals of their Professional Development plans.

After pre-requisites are met:

- **Administrators:** 10 hours of approved training completed.
- **Infant/Toddler Staff:** 10 hours of approved training completed.
- **Preschool:** 10 hours of approved training completed.
- **Schoolage:** 10 hours of approved training completed.

Individuals enrolled in college pursuing a degree in early childhood or a related field may use general education college coursework to fulfill their annual training requirement which includes pre-requisites.

Coursework must be:

- Completed within the current year based on the individual's hire date.
- Successfully completed (C or better, or a passing grade for a Pass/Fail course) from an accredited institution of higher education.

Acceptable verification

(one of the following is acceptable):

- Official transcript (copy accepted).
- Grade card with intended major (program of study), name of person, date of course and grade.

Professional Development (PD) Plans

- PD plans are developed, reviewed and updated annually.
- Includes a performance appraisal.
- Includes goals based on performance appraisal.
- Includes a plan for completing specialized training.

Sample PD plan can be found at
<http://jfs.ohio.gov/cdc/ApprovedTraining.stm>

Administrative Practices

All Steps

Complete these items for all Steps in addition to specific Step requirements outlined below.

- Written description of the program's system for completing professional development plans, including performance appraisals for the administrator(s), lead and assistant teachers. Include a sample of forms used. (PD plans will be reviewed during the verification visit. See Specialized Training tab for details).
- A written description of the program's benefits plan that includes one, two or three (in correspondence with the step applied for) of the following benefits: 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.
- Program administrator completes Program Administration Scale (PAS) annually.

Step 1

A quality improvement plan (QIP) that at a minimum has goals for:

- Raising PAS scores as identified on the PAS Program Profile.
- Implementing age appropriate standards (i.e. Infant/Toddler Guidelines, Early Learning Content Standards, K-12 Standards) throughout the program.
- QIP updated and revised annually.

Step 2

A quality improvement plan (QIP) with completion and implementation dates based on a self-assessment using the PAS.

- QIP includes goals from PAS self-assessment.
- QIP is inclusive of annual classroom assessments (**See Guidance Document Glossary for details**).
- QIP updated and revised annually.

Step 3

A quality improvement plan (QIP) with completion and implementation dates based on a self-assessment using the PAS.

- QIP is inclusive of classroom assessments.
- QIP includes input from parents and staff.
- QIP updated and revised annually.



Components of a Quality Improvement Plan (QIP) include:

- Goals and action steps.
- Implementation timeline and checkpoints.
- Resources needed.
- Annual updates to reflect progress towards meeting goals.

Early Learning

Steps 1, 2 & 3

Programs must have a copy of the following readily available for use in the program:

- Ohio's Infant and Toddler Program Standards of Care & Teaching
- Ohio's Early Childhood Core Knowledge & Competencies
- Ohio's Early Learning Program Guidelines
- Ohio's Core Knowledge & Competencies for Afterschool Professionals
- Quality Guidelines for Ohio's Afterschool Programs

Programs must have a copy of the following readily available for use in each age appropriate classroom:

- Ohio's Infant & Toddler Guidelines
- Ohio's Early Learning Content Standards
- Ohio's K-12 Standards (Standards Guides for Families for ages served is acceptable).

Links to all required documents can be found on http://jfs.ohio.gov/CDC/SUTQ_BenchmarkResources.stm

Steps 2 & 3

A written description of the program's process/tracking system for completing screenings within 60 days.

- All children (except schoolage) receive a developmental screening within 60 days of enrollment and annually thereafter.
- Each child's file contains completed screening results.

A written description of the program's process for making needed referrals.

- Referrals if needed are completed within 90 days.
- Each child's record contains written documentation of the dates of the referral, all follow-up services provided and communication with service provider and family.

Implementation of an evidence based (based on sound ECE theory) curriculum that is:

- Comprehensive – addresses all domains of development.
- Aligned with state standards (IT Guidelines, Content Standards, K-12 Standards)
- Documentation of alignment with state standards.

Curriculum planning (lesson plans will be reviewed):

- Identifies goals based on state standards and guidelines for knowledge and skills to be acquired.
- Identifies experiences/activities through which such knowledge and skills will be acquired.
- Identifies materials/environment changes necessary to support achievement of knowledge and skills.

Step 3

- Assess child progress on an on-going basis.
- Uses formal and informal methods to assess children's progress.
- Individual child assessment results are incorporated into curriculum planning.