

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

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<p>Staff Education and Qualifications</p>	<p>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>All lead teachers have at least a two year degree in ECE or an approved related field.</p>	<p>Administrator has either a Bachelor's degree or the required combination of experience & education. If not, must meet within 5 yrs.</p> <p>BA degree must include: - 9 hours in adm., leadership, and/or management; and - 24 hours in child development and learning from birth-K in ECE, child development, elementary education, or early childhood special education</p> <p><u>1 or 2 classrooms:</u> Lead Teachers have, or are working toward, an AA or BA degree</p> <p>Effective 2010: Lead Teachers have an AA degree and at least one is working toward a BA or equivalent</p> <p><u>3 classrooms:</u> at least 1 Lead Teacher has an AA or BA degree</p> <p>Effective 2010: All 3 Lead Teachers have an AA degree; at least 1 Lead Teacher is working toward a BA degree</p> <p><u>4 or more classrooms:</u> 25% of Lead Teachers have an Associate or BA Degree</p> <p>Effective 2010: All must have a CDA; 50% have a minimum of an AA degree; 25% have a minimum of a BA degree; all must be enrolled in AA or BA degree program</p> <p>AND</p> <p>50% of Assistant Teachers have a CDA, and 100% of those without a CDA are enrolled in a program leading to CDA or equi.</p>	<p>Staff working with infants and toddlers must obtain CDA for infants/toddlers or equivalent credential within one year of hire.</p> <p>Preschool Classrooms: Each classroom must have a teacher with a minimum of a CDA appropriate to the age of the children being served</p> <p>Effective 10-1-11: Each classroom must have a teacher with a minimum of an AA in ECE or related field</p> <p>Effective 9-30-13: Each classroom must have a teacher with a minimum of an AA in ECE or related field; and 50% of teachers have a minimum of BA degree in ECE or a related field</p>	<p>Lead Teachers hold a Bachelor's Degree and have specialization in Pre-K.</p> <p>AND</p> <p>Assistant Teachers hold a CDA or equivalent</p>

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<p>Staff Training</p>	<p>Administrators, Lead Teachers, and Assistant Teachers receive a minimum of 20 clock hours of specialized training every two years. 10 hours of specialized training must be completed prior to an initial rating being awarded.</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>Teachers annually receive instruction and/or participate in professional development seminars that address standards, curriculum, assessment and the alignment process using an ODE approved tool.</p> <p>Lead teachers will complete the state minimum number of hours of ODE-approved professional development per biennium.</p>	<p>All teaching staff have specialized college-level coursework and/or professional development in specified areas. There are no specifics regarding the amount of hours needed in each specific area, nor are there specifics regarding if this coursework needs to be on-going.</p> <p>Specific areas include: Working with children from diverse backgrounds; Curriculum and communication skills; Knowledge and skills for age group with which they work; Assessment procedures; Special needs children.</p>	<p>Each Head Start teacher shall attend not less than 15 clock hours of professional development per year.</p> <p style="text-align: center;">AND</p> <p>All staff must have an annual review. The results of the review are used to identify training and professional development needs.</p>	<p>All teachers must complete at least a minimum of 15 clock hours of training annually.</p>

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Administrative Practices	<p><u>Program Planning/Evaluation</u> A quality improvement plan is completed and implemented based on a PAS self-assessment, classroom assessments, and input from parents and staff and updated annually.</p> <p><u>AND</u> <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><u>AND</u> <u>Benefits/Compensation 3 of the following:</u> 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 leaders develop an review an agency-wide professional development plan annually.</p> <p>Program leaders observe each lead teacher a minimum of one time per year to support continuous improvement.</p> <p>Each lead teacher has a written professional development plan that is reviewed annually.</p> <p>Lead teachers annually complete a state-approved, self-assessment to help them advance their teaching practices.</p> <p>A family survey is conducted at least every two years.</p> <p>A leadership team that includes a minimum of one administrator and one lead teacher is identified. Program leaders engage the leadership team at least once a year to review the program plan, outcomes and results.</p>	<p>All employees receive a copy of written personnel policies. Personnel policies provide for incentives based on participation in professional development opportunities.</p> <p>Salary scales are in place with increments based on professional qualifications, length of employment, and performance evaluation.</p> <p>AND Benefits packages are offered for full-time staff. These include health insurance, employee leave, including sick, vacation, holiday, and personal leave; education benefits; and retirement. Benefits for part-time employees are available on a prorated basis. If some of these benefits are not available, a written plan for improving benefits is developed and implemented.</p>	<p>All employees receive an orientation which includes, at a minimum, the goals and philosophy of the Head Start program.</p>	<p>N/A</p>

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<p>Early Learning</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>Children are assessed systematically utilizing both formal and informal methods to inform intentional teaching and the sharing of progress with families.</p> <p>AND All children (except school age) receive a developmental screening within 60 days of enrollment. Referrals, if needed, are completed within 90 days.</p>	<p>A written, evidence-based comprehensive early childhood curriculum is employed that addresses child development objectives and Ohio's Early Learning Content Standards.</p> <p>Children are assessed at least twice a year, using a curriculum-based assessment. Progress is documented through the curriculum based assessment and/or through portfolios, work samples and other informal methods of recording progress.</p> <p>Health and developmental screenings of all children occur within 60 business days of their entrance into the program. Referrals, if needed, occur within 90 days.</p> <p>Program leaders have documentation of a transition plan for children moving from p/s to kindergarten. An annual report or update of transition activities is provided to families and outreach personnel.</p>	<p>Curriculum guides the teachers to integrate assessment information with goals to support individualized learning.</p> <p>AND The curriculum addresses social, emotional, physical, language, and cognitive development and integrates key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.</p> <p>AND There is on-going child assessment and the results are used to align curriculum and teaching practices to the individualized interests and needs of children.</p>	<p>Program must demonstrate improved child outcomes annually, based on the Outcomes Framework.</p>	<p>Comprehensive, covering all areas identified as fundamental by the National Education Goals Panel including:</p> <ul style="list-style-type: none"> Physical well-being and motor development Social/emotional Development Approaches toward learning Language development Cognition and general knowledge