



Evidence Portfolio

Ratios & Group Size

All Steps

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

- Staff Schedule or current employee record chart (same as licensing).
- Attendance sheet for each group of children for the month prior to the date of the application submission. (Only the current attendance sheets are required to be in the portfolio, it is not necessary to have previous months records in the portfolio. Licensing requires one year of attendance records to be maintained on file at the program.)

Step 1

- Completed Chapter 5 of the “Guide to Achieving NAFCC Accreditation.”

Step 2

- Completed NAFCC Accreditation self-study and documentation of observation application.

Step 3

- Copy of NAFCC or Montessori Accreditation Certificate

Staff Education & Qualifications

All Steps

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

- Registry report verifying information for center staff.

Step 1

- For the administrator: Non-expired CDA Certificate or Career Pathways worksheet documenting achievement of Level 1.*

Step 2

- For the administrator: College Transcript documenting Early Childhood Associate Degree (same for higher degree) or Career Pathways worksheet documenting achievement of Level 3 *
- And**
- One lead teacher(s): College Transcript documenting Early Childhood Associate Degree (same for higher degree) or Career Pathways worksheet documenting achievement of Level 3 *

Step 3

- For the administrator: College Transcript documenting Early Childhood Associate Degree (same for higher degree) or Career Pathways worksheet documenting achievement of Level 3 *
- And**
- Each lead teacher; College Transcript documenting Early Childhood Associate Degree (same for higher degree) or Career Pathways worksheet documenting achievement of Level 3 *
- And**
- 50% of assistant teachers have a CDA or Career Pathways worksheet documenting achievement of Level 2 *

* Supporting documentation to verify the Career Pathways Level needs to be available for review, the documentation may be in the staff file.

Specialized Training

Step 1

- Verification of completed training for specialized training (approved by ODJFS) documenting 5 clock hours **annually** for administrators/lead teachers/assistant teachers based on hire dates. Accepted documentation includes ODJFS/ODE in-service training forms/certificates, CEU certificates, completed college coursework, transcripts or grade reports.

Step 2

- Verification of completed training for specialized training (approved by ODJFS) documenting 10 clock hours **annually** for administrators/lead teachers/assistant teachers based on hire dates. Accepted documentation includes ODJFS/ODE in-service training forms/certificates, CEU certificates, completed college coursework, transcripts or grade reports.

Step 3

- Verification of completed training for specialized training (approved by ODJFS) documenting 15 clock hours **annually** for administrators/lead teachers/assistant teachers based on hire dates. Accepted documentation includes ODJFS/ODE in-service training forms/certificates, CEU certificates, completed college coursework, transcripts or grade reports.

Administrative Practices

All Steps

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

- Completed self-assessment.
- Written description of the program's system for completing professional development plans, including performance appraisals for the administrator and all lead and assistant teachers. Include a sample of any forms that are used. (See the Guidance Document glossary for professional development plan requirements). **Completed plans, including performance appraisals, will be reviewed.**

Step 1

- A copy of the program's benefits plan that includes at least one 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 and/or tuition reimbursement, retirement fund, discount on child care, participation in T.E.A.C.H. program.

Step 2

- Completed program's action plan implemented based on the annual self-assessment.
- A copy of the program's benefits plan that includes at least two 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 and/or tuition reimbursement, retirement fund, discount on child care, participation in T.E.A.C.H. program.

Step 3

- Completed program action plan based on the self-assessment implemented and including input from parents & staff. Include tools used to collect input from parents & staff. (See the Guidance Document glossary for action plan requirements)
- A copy of the program's benefits plan that includes at least three 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 and/or tuition reimbursement, retirement fund, discount on child care, participation in T.E.A.C.H. program.

Early Learning

All Steps

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

- A written description of the program's process for: transitioning children into the program; transitioning children from one group to another within the program; transitioning children who are leaving the program. **A sample of completed transition plans will be reviewed.**

Reminder: Although these are not required to be in the Evidence Portfolio, programs are required to have age appropriate guidelines and standards in each classroom. These are Infant/Toddler Guidelines for Infant and Toddler classrooms, Early Learning Content Standards and ODE Early Learning Program Guidelines (one per program) for Preschool classrooms and K-12 Standards up to the age of children served for Schoolage classrooms.

Step 2

- Written description of the program's process for communicating child progress to parents/guardians. If a standard form is used for this communication, please include a sample. **Samples of completed copies will be reviewed.**
- Copies of completed, annual self-assessments using the FCCERS. (See Guidance Document for description of the self-assessment tool)
- Sample copy of the screening tool used by the program and a written description of the program's process/tracking system for completing the screening within 60 days. **Samples of actual completed screenings will be reviewed to verify completion within the required timeframes.**
- A written description of the program's process for making needed referrals.
- Curriculum Alignment: A written description of the program's identified curriculum for each age-group served.
 - For children birth to three: Evidence of alignment with Ohio's Infant/Toddler Guidelines.
 - For children three to five: Completed copy of the Office for Early Learning & School Readiness **Curriculum Standards – Assessment Alignment Tool (Revised 1-07).**
 - For school age children: Evidence of alignment with Ohio's K-12 Standards as applicable to the age of children served and the hours the children are in attendance.
 - **Step Up Specialist will observe in each classroom and review current lesson plans for alignment with age appropriate standards/guidelines.**

Step 3

- Written description of the program's process for communicating child progress to parents/guardians. If a standard form is used for this communication, please include a sample. **Samples of completed copies will be reviewed**
- Copies of completed, annual self-assessments using the FCCERS. (See Guidance Document for description of the self-assessment tool)
- Copies of action plans based on the self-assessment results of FCCERS. (See the Glossary for action plan requirements)
- Sample copy of the screening tool used by the program and a written description of the program's process/tracking system for completing the screening within 60 days. **Samples of actual completed screenings will be reviewed to verify completion within the required timeframes.**
- A written description of the program's process for making needed referrals.
- Curriculum Alignment: A written description of the program's identified curriculum for each age-group served.
 - For children birth to three: Evidence of alignment with Ohio's Infant/Toddler Guidelines.
 - For children three to five: Completed copy of the Office for Early Learning & School Readiness **Curriculum – Standards – Assessment Alignment Tool (Revised 1-07).**
 - For school age children: Evidence of alignment with Ohio's K-12 Standards as applicable to the age of children served and the hours the children are in attendance.
 - **Step Up Specialist will: Interview teachers about their planning process, conduct an environmental scan in the classrooms, review lesson plans, look at child progress and classroom action plans.**



Evidence Practice Portfolio