

Appendix H

Step Up To Quality Family Child Care Program Standards For a Four and Five-Star Rating

Domain: Learning and Development (Maximum 21 points)	
Sub-Domain: Curriculum and Planning (CP)	
Program Standard	Requirements
<p>CP 1</p> <p>The program implements a written, research based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards or K-12 Resource Guide (appropriate to the age group served) and demonstrates its alignment to the child assessment. Each teacher has daily access to a copy of the curriculum.</p> <p>The lead teacher and/or program owner has available and can access the Early Learning and Development Standards and/or Ohio K-12 Standards or K-12 Resource Guide (appropriate to the age group served).</p> <p>The Early Learning and Development Standards can be located at http://jfs.ohio.gov/cdc/providers.stm</p> <p>The Ohio K-12 Standards or K-12 Resource Guide can be located at www.education.ohio.gov</p> <p>Programs serving school-age children and stand-alone school-age programs shall demonstrate alignment with the Ohio K-12 Standards.</p>	<p>The program shall complete and submit a copy of the prescribed form for each age group(s) served.</p> <p>JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality" (Rev. 7/2014)</p> <p>JFS 01591 "Curriculum Standard Assessment Alignment Tool: Pre-Kindergarten Strand for Step Up To Quality" (Rev. 7/2014), or the</p> <p>JFS 01593 "Curriculum Standard Assessment Alignment Tool: School Age for Step Up To Quality" (Rev. 7/2014).</p> <p>Program owner or teachers of infant, toddler, and preschool children shall be able to explain how they address the Early Learning and Development Standards through the arrangement of the learning environment, daily routines and planned experiences.</p> <p>Program owner or school-age teachers shall explain how they address K-12 Standards that are relevant to the program's structure, philosophy, and goals through the arrangement of the learning environment, daily routines and planned experiences.</p> <p>Annual report: If the program has changed curriculum, the program shall submit documentation. Section I of the JFS 01590, JFS 01591, or the JFS 01593 shall be used for documentation.</p>
<p>CP 2</p> <p>Teachers and/or program owner use a written dated plan of activities for all hours of instructional time.</p>	<p>Teachers and/or program owner shall use and have on file for review a current, written, dated plan of activities to support children's development and learning.</p> <p>The program shall have activity plans that include the following information:</p> <ul style="list-style-type: none"> • The teacher's name • The name of the group • The time frame the plan covers (daily, weekly, biweekly, monthly) • Daily activities to support children's development and learning and reflects current activities in the group. <p>Lead teachers and/or program owner shall be able to explain the activity planning process including how they implement the curriculum and child assessment.</p>

	The plan shall be aligned to all developmental domains in Ohio's Birth-Kindergarten Entry Early Learning and Development Standards or Common Core State Standards or both sets of standards; and to the relevant Ohio Academic Content Standards K-12.
<p>CP 3</p> <p>Lead teachers or program owner plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests, and abilities of children who are younger than school-age across the following domains: Approaches Toward Learning, Social/Emotional Development, Cognitive and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development in the Early Learning Development Standards and/or Common Core Standards; or the K-12 Standards for school-age children in areas chosen by the program that best matches the philosophy. (5 points)</p>	<p>Lead teachers or program owner shall be able to describe and provide written documentation of examples of the strategies that they use in the development and implementation of intentional and purposeful activities.</p> <p>All teachers or program owner shall be able to describe and give examples of how they consider individual child needs, interests and abilities during the planning process. They shall share any written documentation, work samples, collections or evidence.</p>
<p>CP 4</p> <p>Teachers support children's active engagement through opportunities for exploration and learning. (3 points)</p>	<p>Lead teachers or program owner shall be able to describe and provide written documentation of examples of the methods that they use to create a variety of types of experiences for children that encourage exploration and learning.</p>
Sub-Domain: Child Screening and Assessment (CSA)	
Child Screening Program Standard	Child Screening Requirements
<p>CSA 1</p> <p>The program ensures that all children (except school-age children) receive a comprehensive developmental screening that is valid and reliable within 60 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>Staff is trained to administer, score and use the screening tools appropriately.</p>	<p>The program shall record the name of the screening tool(s) obtained and document that the tool(s) is comprehensive and developmentally appropriate for the age groups served.</p> <p>The program shall maintain on file for review written documentation of the tool(s) staff members have been trained to use that includes the staff members names.</p> <p>The tool(s) shall include the following domains: language, cognitive, motor, social and emotional and behavioral.</p> <p>A program may identify more than one tool, depending on the age groups served and the domains each tool addresses. If a program identifies more than one tool, it shall provide documentation for each tool.</p> <p>The program shall keep on file for review screening tools that are completed for each child within 60 days of enrollment and annually thereafter, and how results shall be communicated with the families.</p> <p>The documentation shall include the child's name, date of enrollment, and date tool was administered, and date of referrals (if necessary).</p>

	<p>The program shall submit written documentation which outlines the program's referral process and the identified formal communication methods to share screening results with families.</p> <p>The program maintains written documentation of referrals made.</p> <p>Annual report: If the program is using new screening tools, the program shall submit an updated list of the screening tool(s) used as well as a list of staff who have been trained on the new tool(s).</p>
Child Assessment Program Standard	Child Assessment Requirements
<p>CSA 2</p> <p>The program administers the state required assessment for all enrolled preschool aged children.</p>	<p>The program shall administer the Early Learning Assessment (ELA) following the schedule prescribed by the Ohio Departments of Education and Job and Family Services (ODE and ODJFS).</p>
<p>CSA 3</p> <p>The program assesses all children enrolled (except school-age children) using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.</p> <p>Programs serving school-age children and stand-alone school-age programs are only required to complete informal assessments with school-age children.</p>	<p>The program shall submit a written description of the on-going child assessment process which includes:</p> <ul style="list-style-type: none"> • A description of the on-going process used for child assessment including that formal assessments are completed at least twice annually • Identification of the standardized tool(s) used for formal assessments • Methods by which child observations are conducted and recorded • Identification of supporting evidence and the methods used to collect supporting evidence. <p>The program shall keep on file for review examples of completed tools and supporting evidence of on-going child assessment; as well as samples of information provided to families to share results.</p> <p>The program shall be able to explain the assessment process, methods, and how results are shared with families.</p> <p>Annual report: If the program has changed the assessment process, the program shall submit an update to the requirements listed above.</p>
<p>CSA 4</p> <p>The program and parents work collaboratively to create two written developmental and educational goals within sixty days of enrollment for children, and updated annually</p>	<p>The written goals shall include the name of the child, developmental and/or educational goals, the parent/guardian signature and date of completion. The written documentation shall clearly identify the family's opportunity to develop the goals. The goals shall be updated annually.</p>
<p>CSA 5</p> <p>On-going child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress. (5 points) School-age child care programs or programs serving school-age children are only required to complete informal assessments with school-age children. The on-going informal child assessment results</p>	<p>The program shall submit a written description of how it applies the on-going child assessment results in the documentation for the following areas:</p> <ul style="list-style-type: none"> • The process used to analyze and interpret results both at the individual child and group level. • How the program monitors individual child progress over time and used the results of the progress to inform and modify, including sharing results with

<p>are used to make, adjust and refine instructional decisions and evaluate child progress.</p>	<p>families.</p> <ul style="list-style-type: none"> The intentional strategies used to inform instruction for individual children, as well as the group <p>The program shall be able to explain their methods for analyzing and interpreting assessment data and to explain how they modify their instructional strategies to meet the needs, interests and emerging abilities of individual children in group as well as the group.</p>
<p>CSA 6</p> <p>Program provides at least two ways to explain to families the child assessment process used and data collected, and how families can review and contribute to the education plan of their child. (4 points)</p>	<p>The lead teacher or program owner shall be able to describe and provide written samples of the process used with families to:</p> <ul style="list-style-type: none"> Understand the child assessment process and how data is collected Review and contribute to the education plan of their child Share child's progress toward educational goals
<p>Sub-Domain: Interaction and Environment (IE)</p>	
<p>Program Standard</p>	<p>Requirements</p>
<p>IE 1</p> <p>The program completes an annual self-assessment using Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R) or other tool to measure the learning environment. The tool shall include staff/child interactions and be developmentally appropriate to age groups served.</p>	<p>The program shall maintain written documentation of the completion of the self-assessment for each group of children. The tool shall be developmentally appropriate to age groups served and shall be completed annually.</p> <p>Note: The completion of the self-assessment tool shall not be used to meet the teacher observation program standard in the Administrative and Leadership Practices domain.</p> <p>Annual report: The program shall submit documentation of the completed self-assessment tool.</p>
<p>IE 2</p> <p>The lead teacher or program owner in each group identifies at least one area for improvement and creates an action plan which includes a goal and at least one action step based on the results of the classroom annual self-assessment.</p>	<p>The lead teacher or program owner in each group shall use the results of the self-assessment to identify at least one area of improvement and develop an annual action plan. The written action plan shall include:</p> <ul style="list-style-type: none"> Teacher's name Group Date completed Name of tool used Goal Action steps for achieving the goal Timeframe for completing the goal
<p>IE 3</p>	<p>The Ohio Classroom Observation Tool (OCOT) is conducted in randomly selected groups, representing the age groups the program serves which will be observed using a standardized tool embedded within the verification process. The tool will assess both the quality of the classroom environment and staff/child interactions. Programs will</p>

<p>The program supports each child’s development by providing well-structured learning environments and positive interactions among staff and children.</p>	<p>need to successfully meet the elements and indicators within the tool to demonstrate they meet this standard.</p>
<p>IE 4</p> <p>The lead teacher or program owner documents progress on action steps and readjusts goals if not met. (4 points)</p>	<p>The lead teacher or program owner shall submit and document progress they have made on completing action steps towards achieving identified goal(s). Additionally, if goals are adjusted throughout the year, based on the ability to successfully make progress, documentation of the adjustment shall also be maintained.</p> <p>The lead teacher or program owner shall be able to describe the group self-assessment process, the process for developing goals and action steps based on the results of the group self-assessment, and the progress made toward achievement of the goals throughout the year.</p>
<p>Domain: Administrative and Leadership Practices (Maximum 12 points)</p>	
<p>Sub-Domain: Program Administration (PA)</p>	
<p>Program Standard</p>	<p>Requirements</p>
<p>PA 1</p> <p>The program completes an annual program self-assessment using a standardized tool that is used to assess a program’s administrative policies, procedures and practices.</p>	<p>The program shall keep on file for review, the documentation of the completed, scored and dated self-assessment tool. The self-assessment shall be completed and/or updated annually and include the following elements:</p> <ul style="list-style-type: none"> ○ Human resource leadership and development ○ Family and community partnerships ○ Program development and evaluation ○ Business and operations management <p>Annual report: The program shall submit documentation of the completed classroom self-assessment tool.</p>
<p>PA 2</p> <p>The program completes an annual continuous improvement plan using results from the current annual program self-assessment, which includes a minimum of two goals and at least two action steps towards completing the goals.</p> <p>Input from staff and families is also included in developing the continuous improvement plan.</p>	<p>The program shall complete and submit the required sections of the JFS 01509 “Continuous Improvement Plan For SUTQ” (Rev. 7/2014) for the three-star rating. The plan shall be updated annually.</p> <p>The program shall be able to provide written examples of ways that staff and family input is gathered and used to inform the continuous improvement plan.</p> <p>Annual report: The program shall submit the updated JFS 01509.</p>
<p>PA 3</p> <p>The program’s annual continuous improvement plan has strategies to engage community partners to support child and family outcomes. (3 points)</p>	<p>The program shall complete and submit all of the optional sections of the JFS 01509 “Continuous Improvement Plan for SUTQ” (Rev. 7/2014) in order to obtain points towards a four or five-star rating.</p> <p>Annual report: The program shall submit the updated JFS 01509.</p>

<p>PA 4</p> <p>The program conducts an annual survey or meeting with families and community partners to review accomplishments of program goals. (3 points)</p>	<p>The program shall document and submit the process of convening the focus group (if applicable) including its structure, the method used for conducting the survey or meeting with families and community partners, how the results are reviewed, and how they are used to impact program goals.</p> <p>A sample copy of the survey or meeting minutes, a summary of the results, and the number of families and community partners that participated shall be maintained in writing and available for review.</p>
<p>Sub-Domain: Staff Management (SM)</p>	
<p>Program Standard</p>	<p>Requirements</p>
<p>SM 1</p> <p>The 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.</p>	<p>The program shall maintain an annual summary of the Ohio Administrator Core Knowledge and Competencies Self-Assessment (Administrator CKC). The summary must include the date the Administrator CKC was completed.</p> <p>The observation shall be updated and completed by the program owner within 30 days of hire and updated at least annually. The program shall maintain a summary that shall include documentation of the formal observations for each staff member. The summary shall include the staff member's name and the date the observation was completed.</p> <p>Note: The completion of the classroom self-assessment tool or a self-evaluation by the staff does not meet the requirement for formal observations.</p> <p>Annual report: The program shall submit documentation of all formal observations.</p>
<p>SM 2</p> <p>The program owner and all staff have annual professional development plans.</p>	<p>A professional development plan is a written individualized plan used to document the on-going training and professional development needs of staff, and shall be updated at least annually.</p> <p>For initial registrations: Professional development plans shall be created for any individual who has been employed for more than 30 days.</p> <p>Once rated, the initial professional development plan shall be completed within 30 days of hire.</p> <p>Professional development plans shall be completed within 30 days of hire and updated at least annually. It shall include the staff member's name, date of hire, position, staff signature, date of completion/update, and on-going training and professional development needs related to meeting the performance goals indicated on the professional development plan.</p> <p>Annual report: The program shall submit documentation verifying that all of the professional development plans have been updated annually.</p>

<p>SM 3 Results of staff observations and the program owner's self-assessment are used to inform individual professional development plans.</p>	<p>The program's professional development planning process shall include written documentation that demonstrates how the results of the formal observations and the program owner's self-assessment were used to inform individuals' goals.</p>
<p>SM 4 Results of the formal observations and the program owner's self-assessment are used to inform the program's annual continuous improvement plan. (4 points)</p>	<p>The program shall complete and submit all required sections of the JFS 01509 "Continuous Improvement Plan for SUTQ" (Rev. 7/2014) in order to obtain points towards a four or five-star rating.</p> <p>Annual report: The program shall submit the updated JFS 01509.</p>
<p>SM 5 Two formal observations are completed annually for all staff other than the program owner. (2 points)</p>	<p>Formal observations shall be completed within 30 days of hire and updated at least annually. The observations shall be completed by the program owner. Documentation of the formal observations shall include the staff member's name and the date the observation was completed. The two observations shall be at least 90 days apart.</p> <p>Annual report: The program shall submit documentation of the formal observations.</p>
<p>Domain: Staff Qualifications and Professional Development (Maximum 13 points)</p>	
<p>Sub-Domain: Staff Education (SE)</p>	
<p>Program Standard</p>	<p>Requirements</p>
<p>SE 1</p> <p>The program owner has an associate's degree (AA) in an approved related field or Career Pathways Level (CPL) 2 or an Ohio's School-Age Administrator Professional Endorsement (if serving only school-age children).</p> <p>One lead teacher (if not the program owner) has an AA in an approved related field or a CPL 2 or an Ohio's School-Age Lead Teacher Professional Endorsement (if in a school-age only group).</p> <p>Program Owner:</p> <ul style="list-style-type: none"> • Master's degree in an approved related field or a CPL 5 (5 points) • BA in an approved related field or a CPL 4 (4 points) • CPL 3 (3 points) • AA degree in an approved related field with an ACL 3 (2 points) <p>Lead Teachers (if not the program owner):</p> <ul style="list-style-type: none"> • 100 percent have a BA in an approved related field or a CPL 4 (5 points) 	<p>The CDA shall be current. www.cdacouncil.org</p> <p>The program owner and all child care staff members shall create a profile in the Ohio Professional Registry (OPR) within 30 days of beginning employment. Individuals shall submit their education to the OPR for verification, following the OPR's established policies and procedures. https://www.occrra.org/opr</p> <p>Documentation will not be considered complete until it has been verified by the OPR.</p> <p>Note: The program can only earn one of the designated points values within each of the three categories.</p> <p>Annual report: The program shall submit to the OPR documentation for verification of the education qualifications.</p>

<ul style="list-style-type: none"> • 100 percent have an AA in an approved related field or a CPL 3 or an Ohio's School-Age Lead Teacher Professional Endorsement (if in school-age only group) (4 points) • 100 percent have a CDA or a CPL 2 or an Ohio's School-Age Lead Teacher Professional Endorsement (if in school-age only group) (3 points); • 50 percent have a BA in an approved related field or a CPL 4 (3 points) • 50 percent have an AA in an approved related field or a CPL 3 or an Ohio's School-Age Lead Teacher Professional Endorsement (if in school-age only group) (2 points) • 50 percent of teachers have a CDA or a CPL 2 or an Ohio's School-Age Lead Teacher Professional Endorsement (if in school-age only group) (1 point) <p>Approved related fields are defined in rule 5101:2-17-01 of the Ohio Administrative Code.</p> <p>* Note: An Administrator "Ohio's School-Age Professional Endorsement" will not count for points.</p>	
Sub-Domain: Professional Development (PD)	
Program Standards	Requirements
<p>PD 1 The program owner achieves and maintains the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>All child care staff achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>Individuals who are currently enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the biennial training requirement.</p> <p>The program owner and all staff have achieved Tier 3 for current or previous biennium. (3 points); or</p> <p>The program owner and all staff have achieved Tier 2 for current or previous biennium. (2 points)</p>	<p>For initial ratings only: The program owner and all child care staff are not required to achieve the Professional Development Certificate prior to registering for an initial rating. The program owner and all child care staff shall achieve the Professional Development Certificate prior to the end of the current biennium. The required hours for the Professional Development Certificate shall be prorated based on the rating effective date of the program's initial rating.</p> <p>Once rated, the program owner and all child care staff achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>If a child care staff member was hired after the program's initial rating date, the required hours for the Professional Development Certificate shall be prorated based on his or her hire date.</p>
PD 2	The program owner and all newly hired child care staff are required to complete Ohio's Approach to Quality and Ohio's Overview of Child Development within 30 days of

<p>The program owner and all child care staff shall complete the required quality and child development courses</p>	<p>being hired unless they have documentation of the courses in the OPR or meet exemption requirements.</p> <p>The hours accumulated for these two courses will count as professional development hours.</p> <p>Any post-secondary child development course completed (with a grade of C or better or a passing grade from a pass/fail course) within the previous six years from an accredited institution of higher education shall count toward the Ohio's Overview of Child Development regardless of degree. Documentation of the course shall be submitted to the OPR no later than sixty days prior to the end of the biennium.</p>
<p>Domain: Family and Community Partnerships (Maximum 8 points)</p>	
<p>Sub-Domain: Transitions (T)</p>	
Program Standard	Requirements
<p>T 1</p> <p>The program provides written information to families on transitioning children into and out of the program.</p>	<p>The program shall submit copies of written information given to families on transitioning children into and out of the program.</p>
<p>T 2</p> <p>The program provides age-appropriate activities for children to prepare them for the transition to a new educational setting.</p>	<p>The program shall submit and maintain documentation which describes age-appropriate activities for children to prepare them for the transition to a new educational setting. The documentation shall include the age group in which the activities were conducted and the purpose of the activity.</p>
<p>T 3</p> <p>The program transfers any child's records to the new setting at the family's request and with the family's written consent.</p>	<p>The program shall have a written policy explaining the procedure for obtaining family consent and for transferring records that the program and parents have determined to share during the transition</p> <p>The program shall have available for review, completed copies of the document used to obtain written family consent or a sample if no completed copies are available.</p> <p>The written consent shall include the child's name, the name of the new setting that the records will be released to, a statement indicating the family would like the records released, the parent/guardian signature, and the date of signature.</p>
<p>T 4</p> <p>The program meets with families to develop an individualized transition plan that supports a child's transition to another educational setting.</p>	<p>The program shall have a plan that includes strategies to support the individualized needs of the child during the transition process.</p> <p>The plan shall include the name of the staff member completing the plan, the child's name, the parent/guardian signature and date of development, and opportunities for family input.</p> <p>The program shall submit a document describing the process they follow for transition meetings.</p>

<p>T 5</p> <p>The program has written transition policies and procedures that include strategies for supporting transitions into and out of the program for both children and families (2 points).</p>	<p>The program shall submit the written transition policies and procedures. The strategies for supporting transitions into and out of the program shall be clearly described for both children and families and include strategies that are developmentally appropriate for the age group.</p>
<p>Sub-Domain: Communication and Engagement (CE)</p>	
<p>Program Standard</p>	<p>Requirements</p>
<p>CE 1</p> <p>The program obtains information about the family structure and routines that is important to the child's development.</p>	<p>The program shall maintain the form used to collect family information with the child's name and information about family structure and routines. This information shall be on file for all children enrolled at the program.</p>
<p>CE 2</p> <p>The program provides information regarding a minimum of at least two resources and community services to families.</p>	<p>The program shall submit documentation with at least two resources and community services provided to families to support the family and the development of their children.</p>
<p>CE 3</p> <p>The program communicates with families using at least two different modes of communication; and at least one mode promotes two-way communication.</p>	<p>The program must show or be able to describe at least two modes of communication that the program uses to communicate with families.</p>
<p>CE 4</p> <p>The program provides families with combined or separate information on at least one health topic and one child development topic annually that are appropriate to all age groups served at the program.</p>	<p>The program shall submit a combined or separate document(s) of dated information on one health topic and one child development topic provided to families.</p>
<p>CE 5</p> <p>The program offers at least one opportunity for all families to engage in activities annually.</p>	<p>The program shall submit written documentation which describes the family engagement opportunities that have been offered to families. The documentation shall include information regarding the activity and to whom and when it was offered.</p> <p>Annual report: The program shall submit updated documentation of the family engagement activities.</p>
<p>CE 6</p> <p>The program offers at least one educational training, workshop or event to support families' engagement in children's learning and development annually for each age group served.</p>	<p>The program shall submit and have on file for review written documentation that describes the educational training, workshop or event the program offered. The documentation shall include the date(s), topic addressed and type of activity. The activity described here shall not be the same activity to engage families in an activity annually.</p>
<p>CE 7</p> <p>The program has written policies and procedures to ensure that children have received comprehensive health screenings or families have been provided information on the importance of health screenings.</p>	<p>The program shall submit a written description of their health screening policy which includes how the program will ensure that children have received comprehensive health screenings and referrals to community resources. The policy shall also include a referral process to community resources for those children who have not received a health screening. Comprehensive health screenings include: vision, dental health, height, weight, hearing and blood lead and hemoglobin levels.</p>

<p>The program has written policies and procedures for its referral process to community resources that support families and children.</p> <p>This is not required for school-age children.</p>	<p>The program shall submit a written description of its referral policy which includes how it communicates with families regarding community resources that are available to obtain the screenings.</p> <p>If the program only serves school-age children a statement shall be submitted explaining that these requirements do not apply.</p>
<p>CE 8</p> <p>The program has written documentation of at least two formal and/or informal agreements with community partners and other family-serving agencies, programs and entities. (3 points)</p>	<p>The program shall submit the documentation of formal and/or informal agreements which shall include the name of the community partner or other family-serving agencies, programs or entities with whom the program has an agreement, the name of the contact person within the agency, program or entity, and the nature of the agreement and how it supports the program and/or families and children enrolled in the program.</p>
<p>CE 9</p> <p>The program uses a formal model or process to enhance family engagement strategies. (2 points)</p>	<p>The program shall submit and provide written documentation which describes the family engagement model or process used at the program. The model or process shall:</p> <ul style="list-style-type: none"> • Facilitate relationship building with and within families • Support families in developing or strengthening parenting skills • Value the family's role in the child's development • Provide links for families to access resources
<p>CE 10</p> <p>The program has an organized and active parent volunteer group. (1 point)</p>	<p>The program shall submit and have on file the names of parents of enrolled children participating in the currently active volunteer group, a description of meeting times/dates and activities they are involved in, and how the activities have related to the program in the previous 12 months.</p>
<p>Optional Extra Points Ratio/Group Size & Accreditation</p>	
<p>Optional Extra Points: Ratio/Group size Type A Home Providers: An additional child care staff member is present between the hours of 6:00 AM through 7:00 PM, (excluding nap time), when five or more children are present (5 points).</p> <p>Type B Home Providers: An additional child care staff member is present between the hours of 6:00 AM through 7:00 PM, (excluding nap time), whenever four or more children are present (5 points).</p>	<p>The program shall maintain the lower ratio at all times in order to obtain extra points.</p>
<p><u>Optional Extra Points:</u> The program is accredited from an approved accrediting body (5 points).</p>	<p>All approved accrediting bodies are listed at: http://jfs.ohio.gov/cdc/providers.stm</p> <p>The program shall have and submit a current accreditation in order to obtain extra points.</p>

	<p>A maximum of five points can be achieved for this program standard, even if a program is accredited by more than one approved accrediting body.</p>
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	<p>Annual report: The program shall submit current documentation of the accreditation.</p>
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