

Step Up To Quality Center Program Standards For a Two-Star Rating

Domain: Learning and Development	
Sub-Domain: Curriculum and Planning	
Program Standard	Requirements
<p>The program obtains a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served) that is developmentally appropriate. Each teacher has daily access to a copy of the curriculum.</p> <p>Each classroom has a copy of the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served).</p> <p>The Early Learning and Development Standards can be located at www.earlychildhoodohio.org</p> <p>The Ohio K-12 Standards can be located at www.education.gov</p>	<p>The program shall complete and submit a copy of the 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>

Program Standard	Requirements
<p>Lead teachers use a written dated plan of activities for all hours of instructional time.</p> <p>"Instructional time" is the time the group spends with the lead teacher each day, excluding nap or rest time.</p>	<p>Teachers shall use a current, written, dated plan of activities to support children's development and learning.</p> <p>The program shall submit a sample, which may be blank, of each different activity plan format used at the program that includes 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
Sub-Domain: Child Screening and Assessment	
<p>The program obtains a comprehensive developmentally appropriate screening tool(s) for the age groups served. (Does not apply to school-age children).</p> <p>Staff is trained to administer, score and use the tool appropriately.</p>	<p>The program shall submit the name of the screening tool(s) obtained and document that the tool(s) is comprehensive and developmentally appropriate for the age groups served and written documentation of staff who have been trained on the tool(s). The program shall maintain on file for review written documentation of training staff have completed for each tool. 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 submit documentation for each tool. That documentation shall include the names of the staff members who have been trained to use the tool.</p> <p>Programs serving only school-age children shall submit documentation stating that this program standard does not apply to them.</p>
Sub-Domain: Interaction and Environment	
<p>The program completes an annual self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate for each age group served.</p>	<p>The program shall complete and submit written documentation of the completion of a classroom self-assessment for each group of children. The tool shall be developmentally appropriate for the age group(s) served and shall be completed each year.</p> <p>The program shall submit a summary of the completed classroom self-assessments. The summary shall include the name of each classroom, the staff present at the time of the self-assessment, and the date of the completion.</p> <p>The completion of the classroom self-assessment tool shall not be used to meet the teacher observation program standard in the Administrative and Leadership Practices domain.</p>

Domain: Administrative and Leadership Practices

Sub-Domain: Staff Supports

Program Standard	Requirements
The program has a written wage structure.	<p>The program shall have a written process used to determine compensation for staff based on criteria established by the program.</p> <p>The program shall submit a copy of the written wage structure it uses to compensate staff (both full-and part-time). It shall base this structure on criteria it established, such as education, experience, length of employment, role or position.</p>
The program offers one of the approved staff supports.	<p>Approved staff supports are as follows:</p> <ul style="list-style-type: none">• A total of 5 days of paid leave (sick, vacation, and/or personal)• Health benefits• Retirement• Discount on child care• Tuition reimbursement• T.E.A.C.H. Early Childhood©Ohio• Paid professional development• Flexible spending account• Life insurance• Five paid holidays• One hour of paid planning time weekly <p>The program shall submit and maintain written documentation which includes the following: who is eligible to receive the staff supports and the program’s formal communication of the available supports to employees.</p>
Sub-Domain: Program Administration	
The program completes an annual program self-assessment.	<p>The program self-assessment is a standardized tool that is used to assess a program’s administrative policies, procedures and practices.</p> <p>The self-assessment tool summary shall be submitted and include, at a minimum, the following:</p> <ul style="list-style-type: none">• Program name, license number, name of self-assessment tool, name of person completing the self-assessment and the date the self-assessment is completed.• A standardized process for assessing the following program elements:<ul style="list-style-type: none">○ Human resource leadership and development○ Family and community partnerships○ Program development and evaluation○ Business and operations management

	The program shall keep on file for review, documentation of the completed and scored self-assessment tool summary. The self-assessment shall be completed and/or updated annually.
The program completes an annual continuous improvement plan using results from the current annual program self-assessment, which includes a minimum of one goal and action steps towards completing the goal.	The program shall complete and submit the required sections of the JFS 01509 “Continuous Improvement Plan for SUTQ” (Rev. 7/2014) for a two-star rating. The plan shall be updated annually. The goals and action steps shall be evaluated and revised as needed based on the program’s progress toward intended outcomes.
Sub-Domain: Staff Management	
Administrators, lead teachers and assistant teachers have annual professional development plans.	<p>A professional development plan is a written individualized plan used to document the on-going training and professional development needs of staff.</p> <p>The professional development plan 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>The program shall submit a copy of the professional development plan and a written description of the process used to complete plans for administrators, lead teachers and assistant teachers.</p>
Lead and assistant teachers have at least one formal observation annually.	<p>The observation shall be completed by the administrator or person(s) designated by administrator within 30 days of hire and updated at least annually. The program shall submit 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>The completion of the classroom self-assessment or a self-evaluation by the lead or assistant teacher does not meet the requirement of this program standard.</p>
Domain: Staff Qualifications and Professional Development	
Sub-Domain: Staff Education	
<p>The administrator has an AA or higher in Early Childhood Education (ECE) or an approved related field for ECE teachers or school-age teachers, or a Career Pathways Level (CPL) 3.</p> <p>Twenty-five percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3</p> <ul style="list-style-type: none"> • Early Childhood Teachers – An AA in ECE or an approved related field. 	<p>All administrators, lead and assistant teachers 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>Approved related fields for early childhood teachers: ECE, Child Development, Family Studies, Human Ecology, Human Development, Child and Family Community Studies, Elementary Education with four courses in Child Development or Early Childhood Education from an accredited institution of higher education. Additionally related child development fields including Psychology, and Recreation Management may be</p>

<ul style="list-style-type: none"> • School-Age Teachers – an AA in an approved related field. <p>The lead teacher shall meet the 3 ½ hour minimum instruction time daily, not including nap or rest, for more than half of the days in operation each week. The assistant teacher or co-lead teacher shall meet this requirement on the other days. The minimum instruction requirement shall not be shared by more than two regularly assigned lead, co-lead, or assistant teachers.</p> <p>If the program is in operation fewer than 3 ½ hours, the lead teacher shall be in attendance the entire time the program is in operation.</p> <p>School-age programs shall have a lead teacher for either the before or after school sessions and for the entire duration of that session on school days. School-age programs shall follow the same as other programs during the summer.</p>	<p>approved if 12 semester or 18 quarter hours of child development coursework, with a grade of C or better, is completed.</p> <p>Approved related fields for school-age teachers: Related fields may be Elementary, Middle or Secondary Education, or Physical Education from an accredited institution of higher education. Additionally related child development fields including Psychology, and Recreation Management may be approved if 12 semester or 18 quarter hours of child development coursework, with a grade of C or better, is completed.</p> <p>All administrators named on the program’s license shall meet the educational requirements for the desired rating. If multiple administrators are named on the program’s license, the program standard will be assessed for the administrator with the lowest verified education qualifications.</p>
---	---

Sub-Domain: Professional Development

<p>Administrators, lead teachers and assistant teachers achieve and maintain the Step Up To Quality Professional Development Certificate, including completing at least 20 clock hours of approved specialized training each 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 annual training requirement.</p>	<p>Early childhood coursework from an accredited institution of higher education can be used to fulfill the specialized training requirement. Individuals enrolled in a post-secondary degree in early childhood or a related field may also use general coursework to meet the training requirements.</p> <p>The college coursework shall be successfully completed (with a grade of C or better or a passing grade from a pass/fail course). One semester hour of college coursework is equivalent to 15 clock hours, and one quarter hour of college coursework is equivalent to 10 clock hours. College coursework will only be verified using a copy of an official transcript or grade card.</p>
--	--

All newly hired staff are required to complete Ohio's Approach to Quality and Ohio's Overview of Child Development within 30 days of being hired.
The hours accumulated for these two courses will count as professional development hours.
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 will 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.

Year One			Year Two	
Quarter	Quarter One (July 1 st – December 30 th)	Quarter Two (January 1 st – June 30 th)	Quarter Three (July 1 st – December 30 th)	Quarter Four (January 1 st - June 30 th)
Required Hours	20 hours	15 hours	10 hours	5 hours
	Staff employed within quarter one are required to complete the full 20 credit hours by the completion of year two.	Staff employed within quarter two are required to complete 15 of 20 credit hours by the completion of year two.	Staff employed within quarter three are required to complete 10 of 20 credit hours by the completion of year two.	Staff employed within quarter four are required to complete 5 of 20 credit hours by the completion of year two.*
<i>*Exceptions: Staff employed within the month of June, quarter four, are not required to begin their certificate hours (except for the required classes) and will begin the full 20 certificate hours July 1, quarter one of the next biennium.</i>				
Domain: Family and Community Partnerships				
Sub-Domain: Transitions				
Program Standard		Requirements		
The program provides written information to families on transitioning children into, within, and out of the program.		The program shall submit copies of written information given to families on transitioning children into, within, and out of the program.		
The program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting.		The program shall submit and maintain documentation which describes age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. The documentation shall include the age group in which the activities were conducted and the purpose of the activity. Lead teachers shall be able to describe the age appropriate activities used to help children prepare for transitions.		
The program transfers any child's records to the new setting at the family's request and with the family's written consent.		The program shall submit and maintain a written policy explaining the procedure for obtaining family consent. The program shall submit and have available for review, completed copies of the document used to obtain written family consent or a sample if no completed copies are available. 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.		

Sub-Domain: Communication and Engagement

Program Standard	Requirements
The program obtains information about the family structure and routines that is important to the child's development.	The program shall submit the form used to collect family information. This information shall be on file for all children enrolled at the program.
The program provides information regarding resources and community services to families.	The program shall submit sample copies of information provided to families regarding the resources and community services that are available to them to support the family and the development of their children.
The program communicates with families using different modes of communication; and at least one mode promotes two-way communication.	Administrators and teachers shall be able to describe the modes of communication used with families.
The program provides families information on topics addressing health and child development annually that are appropriate to all age groups served at the program.	The program shall submit dated copies of the health and child development information provided to families.
The program offers at least one opportunity for all families to engage in activities annually.	The program shall submit written documentation which describes the family engagement activities that have been offered to families. The documentation shall include information regarding the activity and to whom and when it was offered.