

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	
Program Standard	Requirements
The program implements 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) and demonstrates its alignment to the assessment. Each teacher has daily access to a copy of the curriculum. The program has a copy of the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served). The Early Learning and Development Standards can be located at www.earlychildhoodohio.org The Ohio K-12 Standards can be located at www.education.ohio.gov	The program shall complete and submit a copy of the form for each age group(s) served: JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality" (Rev. 7/2014) JFS 01591 "Curriculum Standard Assessment Alignment Tool: Pre-Kindergarten Strand for Step Up To Quality" (Rev. 7/2014), or the JFS 01593 "Curriculum Standard Assessment Alignment Tool: School Age for Step Up To Quality" (Rev. 7/2014). Lead teachers (if not the program owner) shall be able to explain how to implement the curriculum 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.
Program Standard	Requirements
Lead teachers (if not the program owner) use a written dated plan of activities for all hours of instructional time. "Instructional time" is the time the group spends with the lead teacher (if not the program owner) each day, excluding nap or rest time.	Lead teachers (if not the program owner) shall use a current, written, dated plan of activities to support children's development and learning. 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: • 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. The plan shall also demonstrate the alignment to the program's identified assessment process.
Lead teachers (if not the program owner) plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests and abilities of children 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. (5 points)	Lead teachers (if not the 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. 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. School-age teachers shall explain how they address the 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. All teachers (if not the 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.
Teachers support children's active engagement through opportunities for exploration and learning. (3 points)	Lead teachers (if not the 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.
Sub-Domain: Child Screening and Assessment	
Program Standard	Requirements
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. Staff is trained to administer, score and use the tool appropriately.	The program shall submit the name of the screening tool(s) obtained, written documentation that the tool(s) is comprehensive and developmentally appropriate to 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. 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. The program shall submit the name of the screening tool(s) obtained, written documentation that the tool(s) is comprehensive and developmentally

	appropriate to the age groups served and written documentation of staff who have been trained on the tool(s). The program shall keep on file for review, documentation which demonstrates the program's system for assuring annual screening is completed for each child within 60 days of enrollment and annually thereafter, results shall be communicated with the families. The documentation shall include the child's name, date of enrollment, date tool was administered, and date of referral (if necessary). The program shall submit written documentation which outlines the program's referral process and the identified formal communication methods to share screening results. Programs serving only school-age children shall submit documentation stating that this program standard does not apply to them. 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 the staff who have been trained on the new tool(s).
The program administers the state required assessment for all enrolled preschool aged children.	The program shall administer the Early Learning Assessment (ELA) following the schedule prescribed by the Ohio Departments of Education and the Job and Family Services (ODE and ODJFS).
The program assesses all children enrolled using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families. Programs are only required to complete informal assessments on school-age children.	The program shall submit a written description of the on-going child assessment process which includes: • A description of the on-going process used for child assessment • Identification of the standardized tool(s) used for formal assessments • Methods in which child observations are conducted and recorded • Identification of supporting evidence and the methods used to collect supporting evidence. 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 with families to share results. The lead teacher (if not the program owner) shall be able to explain and show documentation of the program's screening and referral process, including how screening results are formally communicated with families.

	Annual report: If the program has changed the assessment process, the program shall submit an update to the requirements listed above.
On-going child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress. (5 points)	The program shall submit a written description of how the results of the on-going child assessment process are used, which includes: • The written process used to analyze and interpret child assessment data • Written documentation which demonstrates examples of how individual child progress is evaluated • Written documentation which demonstrates examples of the intentional strategies used to inform instruction for individual children as well as the group The lead teacher (if not the program owner) 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 all children.
Families are provided multiple opportunities to understand the assessment process used and data collected, review and contribute to their child's education plan, and share information about their child's progress toward learning goals. (4 points)	The lead teacher (if not the program owner) shall be able to describe and provide written samples of the process used with families to: • Understand the assessment process and how data is collected • Review and contribute to the education plan of their child • Share child's progress toward learning goals
Sub-Domain: Interaction and Environment	
Program Standard	Requirements
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 which includes staff/child interactions that is developmentally appropriate to age groups served.	The program shall complete and submit written documentation of the completion of the 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. The program shall submit a summary of the completed self-assessments. The summary shall include the name of the program, the staff present at the time of the self-assessment, and the date of the completion. 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. Annual report: The program shall submit documentation of the completed self-assessment tool summary.

The lead teacher (if not the program owner) in each group identifies an area for improvement and creates an action plan which includes a goal and action steps based on the results of the annual self-assessment.	The program shall complete and submit a sample action plan. The lead teacher (if not the program owner) in each group shall use the results of the self-assessment to identify an area of improvement and develop an annual action plan. The written action plan shall include: • Teacher's name • Group • Date completed • Name of tool used • Goal • Action steps for achieving the goal • Timeframe for completing the goal Annual report: The program shall submit the current written action plan.
The program supports each child's development by providing well-structured learning environments and positive interactions among staff and children.	Randomly selected groups, representing the age groups the program served, will be observed using a standardized tool embedded within the verification process. The tool will assess both the quality of the environment and staff/child interactions. Programs will need to successfully meet the elements and indicators within the tool to demonstrate they meet this standard.
The lead teacher (if not the program owner) documents progress on action steps and adjusts goals as needed. (4 points)	The lead teacher (if not the 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. 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.
Domain: Administrative and Leadership Practices (Maximum 12 points)	
Sub-Domain: Program Administration	
The program completes an annual program self-assessment.	The program self-assessment is a standardized tool that is used to assess a program's administrative policies, procedures and practices. The self-assessment tool summary shall be submitted and include, at a minimum, the following: • Program name, license number, name of self-assessment tool, name of person completing the self-assessment, and the date self-assessment completed. • A standardized process for assessing the following program elements: • 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. Annual report: The program shall submit documentation of the completed program self-assessment tool summary.
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 action steps towards completing the goals. Input from staff and families are also included in developing the continuous improvement plan.	The program shall complete and submit the required sections of the JFS 01509 “Continuous Improvement Plan For SUTQ” (Rev. 7/2014) for the desired 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. The program owner shall be able to provide written examples of ways that staff and families input are gathered and used to inform the continuous improvement plan. Annual report: The program shall submit the updated JFS 01509.
The program’s annual continuous improvement plan has strategies to engage community partners to support child and family outcomes. (3 points)	The program shall complete and submit all of the 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. The strategies shall be evaluated and revised as needed based on the program’s progress toward intended outcomes. The program owner shall be able to explain: • The process used to develop the continuous improvement plan, goals, and action steps • The process to get input from staff and families • The strategies used to engage community partners Annual report: The program shall submit the updated JFS 01509.
The program conducts an annual survey with families and community partners to review accomplishments of program goals. (3 points)	The program shall document and submit the method of conducting survey with families and community partners. The documentation shall include the number of families that participated as well as the identified community partners. A sample copy of the survey and a summary of the results shall be available for review. The program owner shall be able to explain the process used to conduct the survey and how the results were used for continuous program improvement.

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Sub-Domain: Staff Management	
Program Standard	Requirements
The program owner and all staff have annual professional development plans.	A professional development plan is a written individualized plan used to document the on-going training and professional development needs of staff. 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. The program shall submit a copy of the professional development plan and a written description of the process used to complete plans for the program owner and staff. Annual report: The program shall submit documentation verifying that all of the professional development plans have been updated annually.
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.	The program shall submit an annual summary of the Ohio Administrator Core Knowledge and Competencies Self-Assessment (Administrator CKC). The summary shall include the date the Administrator CKC was completed. The observation shall be completed by the program owner 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. The completion of the self-assessment tool or a self-evaluation by the staff does not meet the requirement of this program standard. Annual report: The program shall provide documentation of the formal observations.
Results of staff observations and the program owner's self-assessment are used to inform individual professional development plans.	The program shall submit written documentation that demonstrates how the results of the self-assessment and formal observations were used to inform the goals as indicated on individual professional development plans.
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)	The program shall complete and submit all of the 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. Annual report: The program shall submit the updated JFS 01509.

Two formal observations are completed annually for all staff other than the program owner. (2 points)	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. Annual report: The program shall submit documentation of the formal observations.
Domain: Staff Qualifications and Professional Development (Maximum 13 points)	
Sub-Domain: Staff Education	
Program Standard	Requirements
Program Owner: The program owner has an associate's degree (AA) or higher in Early Childhood Education (ECE) or an approved related field for ECE teachers or school-age teachers, or Career Pathways Level (CPL) 2 with a minimum of 125 points. One lead teacher (if not the program administrator) has an AA in ECE or an approved related field or a CPL 2 with a minimum of 100 points. • Master's degree in ECE or approved related field or a CPL 5 (5 points) • BA in ECE or approved related field or a CPL 4 (4 points) • CPL 3 (3 points) • Associate's degree in ECE or approved related field with an CPL 3 (2 points) Lead Teachers (if not the program owner): • 100 percent of teachers have a BA in ECE or CPL 4 (5 points) • 100 percent of teachers have an AA in ECE or CPL 3 (4 points) • 100 percent of teacher have a CDA or a minimum of 75 points in a CPL 2 (3 points);	The CDA shall be current. www.cdacouncil.org 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.occrpa.org/opr Documentation will not be considered complete until it has been verified by the OPR. 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. 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. Approved related fields for school-age teachers: Elementary, Middle or Secondary Education, or Physical Education from an accredited institution of higher education. 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. Annual report: The program shall submit to the OPR documentation for verification of the education qualifications.

• 50 percent of teachers have a BA in ECE or CPL 4 (3 points) • 50 percent of teachers have an AA in ECE or CPL 3 (2 points) • 50 percent of teachers have a CDA or a minimum of 75 points in a CPL 2 (1 point) The lead teacher (if not the program owner) 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 co-lead teacher (if not the program owner) shall meet this requirement on the other days. The minimum instruction requirement shall not be shared by more than two regularly assigned lead or co-lead teachers (if not the program owner). 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. School- age programs shall have a lead teacher (if not the program owner) 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.	
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Sub-Domain: Professional Development

Program Standard		Requirements		
The program owner and all child care staff members achieve and maintain the Step Up To Quality Professional Development Certificate, including completing at least 20 clock hours of approved specialized training each biennium. 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. The program owner and all staff have obtained 30 or more hours of approved professional development over a two-year period. (3 points); or The program owner and all staff have obtained 25 or more hours of approved professional development over a two-year period. (2 points)		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. 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.		
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 31 st)	Quarter Two (January 1 st – June 30 th)	Quarter Three (July 1 st – December 31 st)	Quarter Four (January 1 st - June 30 th)
Required for All	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*.
Staff Counting Toward 25 Plus Hours	Staff employed within quarter one are required to complete the full 25 credit	Staff employed within quarter two are required to complete 20 of 25 credit	Staff employed within quarter three are required to complete 15 of 25 credit	Staff employed within quarter four are required to complete

	hours by the completion of year two.	hours by the completion of year two.	hours at the completion of year two.	10 of 25 credit hours at the completion of year two
Staff Counting Toward 30 Plus Hours	Staff employed within quarter one are required to complete the full 30 credit hours by the completion of year two.	Staff employed within quarter two are required to complete 25 of 30 credit hours by the completion of year two.	Staff employed within quarter three are required to complete 20 of 30 credit hours by the completion of year two.	Staff employed within quarter four are required to complete 15 of 30 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 (Maximum 8 points)				
Sub-Domain: Transitions				
Program Standard	Requirements			
The program provides written information to families on transitioning children into and out of the program.	The program shall submit copies of written information given to families on transitioning children into and out of the program			
The program provides age-appropriate activities for children to prepare them for the transition to a new 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 educational setting. The documentation shall include the age group in which the activities were conducted and the purpose of the activity. The lead teacher (if not the program owner) 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.			
The lead teacher (if not the program owner) meets with families to develop an individualized transition plan that supports a child's transition to another educational setting.	The program shall submit a plan that includes 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.			

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)	The program shall submit and have on file for review 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.
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 provide a copy of the sample 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 provide 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.	The program 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. Annual report: The program shall submit updated documentation of the family engagement activities.
The program organizes at least one educational training, workshop or event to support families' engagement in children's learning and development annually for each age group served.	The program shall submit and have on file for review written documentation that describes the educational training, workshop or event the program organized. 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.
The program has written policies and procedures to ensure that children have received comprehensive health screenings and/or that families have been provided information on the importance of health screenings and resources to obtain them.	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.

	The program shall submit written information available to families regarding the importance of the health screenings and resources that are available to them in order to obtain screenings. If the program only serves school-age children a statement shall be submitted explaining that these requirements do not apply.
The program and parents work collaboratively to create annual written, developmental and educational goals for children.	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.
The program has written documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities. (3 points)	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.
The program uses a formal model or process to enhance family engagement strategies. (2 points)	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: • Facilitate relationship building 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
The program has organized and active parent volunteer group. (1 point)	The program shall submit and have on file the names of the individuals participating in the parent volunteer group, a description of meeting times/dates or activities they are involved in, and how the activities relate to the program.
Optional Extra Points Ratio/Group Size & Accreditation	
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). Type B Home Providers: An additional child care staff member is present between the hours of	The program shall maintain the lower ratio at all times in order to obtain extra points. Annual report: The program does not need to submit any documentation.

6:00 AM through 7:00 PM, (excluding nap time), whenever four or more children are present (5 points).	
<u>Optional Extra Points:</u> The program is accredited from an approved accrediting body (5 points).	All approved accrediting bodies are listed at www.earlychildhoodohio.org . The program shall have and submit a current accreditation in order to obtain extra points. 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. Annual report: The program shall submit current documentation of the accreditation.