

Appendix A

Step Up To Quality Center Program Standards For A One-Star Rating

Domain: Learning and Development	
Sub-Domain: Curriculum and Planning (CP)	
Program Standard	Requirements
<p>CP 1</p> <p>The program engages in a process to identify 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) that is developmentally appropriate.</p> <p>Each lead teacher has available and can access in the classroom 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>The prescribed form JFS 01508 "Action Plan For Selecting a Curriculum for Step Up To Quality (SUTQ)" (10/2013) shall be submitted for programs that have not selected a curriculum.</p> <p>Programs that have selected a curriculum 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>Programs that have selected the curriculum but not yet completed the alignment work may note this on the submitted JFS 01590, JFS 01591 or JFS 01593. Note: This is valid for a one-star registration only and only if the forms include the full name of the curriculum.</p>
<p>CP 2</p> <p>Teachers use a written dated plan of activities for all hours of instructional time.</p>	<p>Teachers 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 activity plans shall 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

Sub-Domain: Child Screening and Assessment (CSA)	
Program Standard	Requirements
<p>CSA 1</p> <p>The program engages in a process to select a comprehensive developmentally appropriate screening tool(s), for the age groups served. (Does not apply to school-age children).</p> <p>The program identifies staff to be trained to administer, score and use the tools appropriately.</p>	<p>The program shall provide documentation of its process to select a comprehensive developmentally appropriate screening tool which is valid and reliable and shall include, at a minimum: the names of staff involved, a proposed timeline, and action steps to outline how the program will review and determine if the tool is comprehensive and developmentally appropriate for the age groups served. 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. That documentation shall include the names of the staff members who will be trained to use the tool.</p>
Sub-Domain: Interaction and Environment (IE)	
Program Standard	Requirements
<p>IE 1</p> <p>The program selects a classroom self-assessment tool(s) that addresses the quality of the environment and staff/child interactions that is developmentally appropriate for each age group served.</p>	<p>The program identifies the classroom self-assessment tool(s) selected to address the quality of the environment and staff/child interactions. The standardized tool(s) shall be developmentally appropriate to age groups served.</p>
Domain: Administrative and Leadership Practices	
Sub-Domain: Staff Supports (SS)	
Program Standard	Requirements
<p>SS 1</p> <p>The program has a written wage structure.</p>	<p>The program shall have a written structure used to determine compensation for staff based on criteria established by the program such as education, experience, length of employment, role or position.</p> <p>The program shall submit a copy of the written wage structure it uses to compensate staff (both full-and part-time).</p>
Sub-Domain: Program Administration (PA)	
Program Standard	Requirements
<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 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

Sub-Domain: Staff Management (SM)	
Program Standard	Requirements
<p>SM 1</p> <p>Administrators, lead teachers and assistant teachers 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 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 written description of the process used to complete plans for administrators, lead teachers and assistant teachers and shall have available onsite a copy of the professional development plans.</p>
Domain: Staff Qualifications and Professional Development	
Sub-Domain: Staff Education (SE)	
Program Standard	Requirements
<p>SE 1</p> <p>The administrator has a Child Development Associate (CDA) or an associate's degree (AA) in an approved related field or a Career Pathways Level (CPL) 2 or an Administrator Credential 2 or an Ohio's School-Age Administrator Professional Endorsement (if serving only school-age children).</p> <p>Fifty percent of lead teachers have a CDA (at least two lead teachers shall have a CDA or CPL 2) or one lead teacher has an AA in an approved related field or a CPL 3 or an Ohio's School-Age Lead Teacher Professional Endorsement (counts in school-age only group)</p> <p>Approved related fields are defined in rule 5101:2-17-01 of the Ohio Administrative Code.</p>	<p>The CDA shall be current. www.cdacouncil.org</p> <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>The administrator meeting the on-site hours must meet the SUTQ education requirement.</p>

Sub-Domain: Professional Development (PD)	
Program Standard	Requirements
<p>PD 1</p> <p>All administrators achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>All lead teachers and assistant teachers 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>For initial ratings only: Administrators, lead teachers and assistant teachers are not required to achieve the Professional Development Certificate prior to registering for an initial rating. All administrators, lead teachers and assistant teachers 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, all lead teachers and assistant teachers achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>If an administrator, lead teacher or assistant teacher 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>
<p>PD 2</p> <p>Administrators, lead teachers and assistant teachers shall complete the required quality and child development courses.</p>	<p>All newly hired administrators, lead teachers and assistant teachers are required to complete Ohio's Approach to Quality and Ohio's Overview of Child Development within 30 days of being hired unless they have documentation of the courses in the OPR or meet the exemption requirements.</p> <p>The hours accumulated for these two courses shall 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>
Domain: Family and Community Partnerships	
Sub-Domain: Transitions (T)	
Program Standard	Requirements
<p>T 1</p> <p>The program provides written information to families on transitioning children into, within, and out of the program.</p>	<p>The program shall submit copies of written information given to families on transitioning children into, within, and out of the program.</p>
Sub-Domain: Communication and Engagement (CE)	
Program Standard	Requirements
<p>CE 1</p>	<p>The program shall maintain 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>The program obtains information about the family structure and routines that are important to the child's development.</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 of at least two resources and community services provided to families to support the family and the development of their children.</p>