

## Appendix A

Appendix  
5101:2-17-01

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

Domain: Learning and Development	
Sub-Domain: Curriculum and Planning	
Program Standard	Requirements
<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 (appropriate to the age group served) that is developmentally appropriate.</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 <a href="http://www.earlychildhoodohio.org">www.earlychildhoodohio.org</a></p> <p>The Ohio K-12 Standards can be located at <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></p>	<p>The program shall complete and submit a copy of the JFS 01508 "Action Plan For Selecting a Curriculum for Step Up To Quality SUTQ" (10/2013).</p> <p>Programs that have selected a curriculum prior to registration 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>
<p>Lead teacher uses 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"> <li>• The teacher's name</li> <li>• The name of the group</li> <li>• The time frame the plan covers (daily, weekly, biweekly, monthly)</li> <li>• Daily activities to support children's development and learning and reflects current activities in the group</li> </ul>

<b>Sub-Domain: Child Screening and Assessment</b>	
<b>Program Standard</b>	<b>Requirements</b>
<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 tool appropriately.</p>	<p>The program shall submit a description 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, 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 submit documentation for each tool. That documentation shall include the names of the staff members who will be 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>
<b>Sub-Domain: Interaction and Environment</b>	
<p>The program selects a 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 selects and submits a self-assessment tool(s) used to address the quality of classroom environment and staff/child interactions. The standardized tool(s) shall be developmentally appropriate to age groups served.</p>
<b>Domain: Administrative and Leadership Practices</b>	
<b>Sub-Domain: Staff Supports</b>	
<p>The program has a written wage structure.</p>	<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>
<b>Sub-Domain: Program Administration</b>	
<p>The program completes an annual program self-assessment.</p>	<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"> <li>• Program name, license number, name of self-assessment tool, name of person completing the self-assessment and the date the self-assessment is completed.</li> <li>• A standardized process for assessing the following program elements: <ul style="list-style-type: none"> <li>○ Human resource leadership and development</li> <li>○ Family and community partnerships</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Program development and evaluation</li> <li>○ Business and operations management</li> </ul> <p>The program shall keep on file for review, a completed and scored self-assessment tool summary. The self-assessment shall be completed and/or updated annually.</p>
<b>Sub-Domain: Staff Management</b>	
<b>Program Standard</b>	<b>Requirements</b>
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>
<b>Domain: Staff Qualifications and Professional Development</b>	
<b>Sub-Domain: Staff Education</b>	
<b>Program Standards</b>	<b>Requirements</b>
<p>The administrator has a Child Development Associate (CDA), 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.</p> <p>Fifty percent of lead teachers have a CDA (at least two lead teachers shall have a CDA or higher to meet this standard);, or one lead teacher has an (AA) appropriate to the age groups noted below or a CPL 3.</p> <ul style="list-style-type: none"> <li>• Early Childhood Teachers – An AA in early childhood education (ECE) or an approved related field.</li> <li>• School-Age Teachers – An AA in an approved field.</li> </ul> <p>The lead teacher shall meet the 3 ½ hour minimum instruction time daily, not including nap or rest, for</p>	<p>The CDA shall be current. <a href="http://www.cdacouncil.org">www.cdacouncil.org</a></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. <a href="https://www.occrra.org/opr">https://www.occrra.org/opr</a></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 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</p>

<p>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>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>
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**Sub-Domain: Professional Development**

<b>Program Standard</b>	<b>Requirements</b>
<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 biannual 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 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 <sup>st</sup> - December 31 <sup>st</sup> )	Quarter Two (January 1 <sup>st</sup> - June 30 <sup>th</sup> )	Quarter Three (July 1 <sup>st</sup> - December 31 <sup>st</sup> )	Quarter Four (January 1 <sup>st</sup> - June 30 <sup>th</sup> )
Required Hours	20 hours	15 hours	10 hours	5 hours
	Staff employed within quarter one are required to complete	Staff employed within quarter two are required to complete	Staff employed within quarter three are required to complete	Staff employed within quarter four are required to complete 5

	the full 20 credit hours by the completion of year two.	15 of 20 credit hours by the completion of year two.	10 of 20 credit hours by the completion of year two.	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>				
<b>Domain: Family and Community Partnerships</b>				
<b>Sub-Domain: Transitions</b>				
<b>Program Standard</b>		<b>Requirements</b>		
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.		
<b>Sub-Domain: Communication and Engagement</b>				
The program obtains information about the family structure and routines that are 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.		