

## Appendix E

## Step Up To Quality Family Child Care Program Standards For A One-Star Rating

<b>Domain: Learning and Development</b>	
<b>Sub-Domain: Curriculum and Planning</b>	
<b>Program Standard</b>	<b>Requirements</b>
<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>The program 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)  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).</p>
<p>Lead teacher (if not the program owner) 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 (if not the program owner) each day, excluding nap or rest time.</p>	<p>Lead teachers (if not the program owner) 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 that the plan covers (daily, weekly, bi-weekly, monthly)</li> </ul>

	<ul style="list-style-type: none"> <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>	
<p>The program engages in a process to select a comprehensive developmentally appropriate screening tool(s) to 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 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>
<b>Sub-Domain: Interaction and Environment</b>	
<b>Program Standard</b>	<b>Requirements</b>
The program obtains a copy of and familiarizes self and identified staff on how to use the Family Child Care Environment Rating Scale (FCCERS-R) or approved self-assessment tools to measure the learning environment, which includes staff/child interactions.	The program selects and submits a self-assessment tool(s) that addresses the quality of the learning environment and staff/child interactions. The tool shall be developmentally appropriate to age groups served.
<b>Domain: Administrative and Leadership Practices</b>	
<b>Sub-Domain: Program Administration</b>	
<b>Program Standard</b>	<b>Requirements</b>
The program owner 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:

	<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> <li>○ Program development and evaluation</li> <li>○ Business operations management</li> </ul> </li> </ul> <p>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.</p>
<b>Sub-Domain: Staff Management</b>	
<b>Program Standard</b>	<b>Requirements</b>
<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 ongoing 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 the program owner and staff.</p>
<b>Domain: Staff Qualifications and Professional Development</b>	
<b>Sub-Domain: Staff Education</b>	
<p>The program owner has a high school diploma or general education development (GED) and either a Child Development Associate (CDA) or a minimum of 25 points in a Career Pathways Level (CPL) 1.</p> <p>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</p>	<p>The CDA shall be current. <a href="http://www.cdacouncil.org">www.cdacouncil.org</a></p> <p>The program owner and all child care staff members shall create a profile in the Ohio Professional Development 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.ocrra.org/opr">https://www.ocrra.org/opr</a></p> <p>Documentation will not be considered complete until it has been verified by the OPR.</p>

<p>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 teacher (if not the program owner).</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 (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.</p>	
---	--

**Sub-Domain: Professional Development**

<b>Program Standard</b>	<b>Requirements</b>
<p>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.</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>
<p align="center">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.</p>	

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 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>				
<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 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.		
<b>Sub-Domain: Communication and Engagement</b>				
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.		