

## Appendix B

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

<b>Domain: Learning and Development</b>	
<b>Sub-Domain: Curriculum and Planning (CP)</b>	
<b>Program Standard</b>	<b>Requirements</b>
<p><b>CP 1</b></p> <p>The program obtains 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). Each teacher has daily access to a copy of the curriculum.</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 <a href="http://jfs.ohio.gov/cdc/providers.stm">http://jfs.ohio.gov/cdc/providers.stm</a></p> <p>Ohio K-12 Standards or K-12 Resource Guide can be located at <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></p>	<p>Programs 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><b>CP 2</b></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"> <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> <p>The plan shall be aligned to all developmental domains in Ohio's Birth-Kindergarten Entry Early Learning and Development Standards or Common Core State Standards or both sets of standards; and to the relevant Ohio Academic Content Standards K-12.</p>

**Sub-Domain: Child Screening and Assessment (CSA)**

<b>Program Standard</b>	<b>Requirements</b>
<p><b>CSA 1</b></p> <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 screening tools appropriately.</p>	<p>The program shall record the name of the screening tool(s) obtained and document that the tool(s) is comprehensive and developmentally appropriate for the age groups served.</p> <p>The program shall maintain on file for review written documentation of the tool(s) staff members have been trained to use that includes the staff members names.</p> <p>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.</p>

**Sub-Domain: Interaction and Environment (IE)**

<b>Program Standard</b>	<b>Requirements</b>
<p><b>IE 1</b></p> <p>The program completes an annual classroom self-assessment tool(s) that addresses the quality of the environment and staff/child interactions that is developmentally appropriate to age groups served.</p>	<p>The program shall maintain written documentation of the completed and scored classroom self-assessment for each group of children. The tool shall be developmentally appropriate to age groups served and shall be completed annually.</p> <p>Note: 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 (SS)**

<b>Program Standard</b>	<b>Requirements</b>
<p><b>SS 1</b></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>

<p><b>SS 2</b></p> <p>The program offers one of the approved staff supports.</p>	<p>Approved staff supports are as follows:</p> <ul style="list-style-type: none"> <li>• A total of 5 days of paid leave (sick, vacation, and/or personal)</li> <li>• Health benefits</li> <li>• Retirement</li> <li>• Discount on child care</li> <li>• Tuition reimbursement</li> <li>• T.E.A.C.H. Early Childhood©Ohio</li> <li>• Paid professional development</li> <li>• Paid professional membership</li> <li>• Flexible spending account</li> <li>• Life insurance</li> <li>• Five paid holidays</li> <li>• One hour of paid planning time weekly</li> </ul> <p>The program shall submit and maintain written documentation which includes the available supports: who is eligible to receive the staff supports and the program’s formal communication of the available supports to employees.</p>
<p><b>Sub-Domain: Program Administration (PA)</b></p>	
<p><b>PA 1</b></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"> <li>○ Human resource leadership and development</li> <li>○ Family and community partnerships</li> <li>○ Program development and evaluation</li> <li>○ Business and operations management</li> </ul>
<p><b>PA 2</b></p> <p>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 at least one action step towards completing the goal.</p>	<p>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.</p>

<b>Sub-Domain: Staff Management (SM)</b>	
<b>Program Standard</b>	<b>Requirements</b>
<p><b>SM 1</b></p> <p>Lead and assistant teachers have at least one formal observation annually.</p>	<p>The observation shall be completed by the administrator or person(s) designated by the administrator within 30 days of hire and updated at least annually. The program shall maintain 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>Note: The completion of the classroom self-assessment tool or a self-evaluation by the lead or assistant teacher does not meet the requirement for formal observations.</p>
<p><b>SM 2</b></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 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 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>
<b>Domain: Staff Qualifications and Professional Development</b>	
<b>Sub-Domain: Staff Education (SE)</b>	
<b>Program Standard</b>	<b>Requirements</b>
<p><b>SE 1</b></p> <p>The administrator has an associate's degree (AA) in an approved related field or a Career Pathways Level (CPL) 3 or an Ohio's School-Age Administrator Professional Endorsement (if serving only school-age children).</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.</p>

<p>Twenty-five percent of lead teachers have 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>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>The administrator meeting the on-site hours must meet the SUTQ education requirement.</p>
<b>Sub-Domain: Professional Development (PD)</b>	
<b>Program Standard</b>	<b>Requirements</b>
<p><b>PD 1</b></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><b>PD 2</b></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>

<b>Domain: Family and Community Partnerships</b>	
<b>Sub-Domain: Transitions (T)</b>	
<b>Program Standard</b>	<b>Requirements</b>
<p><b>T 1</b></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>
<p><b>T 2</b></p> <p>The program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting.</p>	<p>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.</p>
<p><b>T 3</b></p> <p>The program transfers any child's records to the new setting at the family's request and with the family's written consent.</p>	<p>The program shall submit and maintain a written policy explaining the procedure for obtaining family consent and for transferring records that the program and parents have determined to share during the transition.</p> <p>The program shall have available for review completed copies of the document used to obtain written family consent or a sample if no completed copies are available.</p> <p>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.</p>
<b>Sub-Domain: Communication and Engagement (CE)</b>	
<b>Program Standard</b>	<b>Requirements</b>
<p><b>CE 1</b></p> <p>The program obtains information about the family structure and routines that is important to the child's development.</p>	<p>The program shall maintain the 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><b>CE 2</b></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>
<p><b>CE 3</b></p> <p>The program communicates with families using at least two different modes of communication; and at least one mode promotes two-way communication.</p>	<p>The program must show or be able to describe at least two modes of communication that the program uses to communicate with families.</p>

<p><b>CE 4</b></p> <p>The program provides families with combined or separate information on at least one health topic and one child development topic annually that are appropriate to all age groups served at the program.</p>	<p>The program shall submit a combined or separate document(s) of dated information on one health topic and one child development topic that was provided to families.</p>
<p><b>CE 5</b></p> <p>The program offers at least one opportunity for all families to engage in activities annually.</p>	<p>The program shall submit written documentation which describes the family engagement opportunities that have been offered to families. The documentation shall include information describing the activity and to whom and when it was offered.</p>