

Step Up To Quality Family Child Care Standards For a Two-Star Rating

| Domain: Learning and Development | |
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| Sub-Domain: Curriculum and Planning (CP) | |
| Program Standard | Requirements |
| <p>CP 1</p> <p>The program obtains a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards (appropriate to the age group served). Each teacher has daily access to a copy of the curriculum.</p> <p>The lead teacher and/or program owner has available and can access the Early Learning and Development Standards (appropriate to the age group served).</p> <p>Programs are not required to obtain a school-age curriculum.</p> | <p>The program is to complete and submit the JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants, Toddlers and Preschoolers for Step Up To Quality" or the publisher's alignment with Ohio's Early Learning and Development Standards for each age group(s) served. This documentation to show alignment with the current curriculum is to be maintained on-site for review.</p> |
| <p>CP 2</p> <p>Teachers and/or program owner use a written dated plan of activities for all hours of instructional time.</p> | <p>Teachers and/or program owner are to use and have on file for review a current, written, dated plan of activities to support children's development and learning.</p> <p>The program is to have activity plans that 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 <p>The plans for infants, toddlers and preschool aged children are to be aligned to all developmental domains in Ohio's Birth-Kindergarten Entry Early Learning and Development Standards.</p> |
| Sub-Domain: Child Screening and Assessment (CSA) | |
| Program Standard | Requirements |
| <p>CSA 1</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>The tool(s) is to include the following domains: language, cognitive, motor, social and emotional and behavioral.</p> |

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| Staff who administer screenings are trained to administer, score, and use the screening tools appropriately. | A program may identify more than one tool, depending on the age groups served and the domains each tool addresses. |
| Sub-Domain: Interaction and Environment (IE) | |
| Program Standard | Requirements |
| <p>IE 1</p> <p>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. The tool is to include staff/child interactions and be developmentally appropriate to age groups served.</p> | <p>The program is to maintain written documentation of the completion of the self-assessment for each group of children. The tool is to be developmentally appropriate to age groups served and is to be completed annually.</p> <p>Note: The completion of the self-assessment tool is not to be used to meet the teacher observation program standard in the Administrative and Leadership Practices domain.</p> |
| Domain: Administrative and Leadership Practices | |
| 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 is to keep on file for review, the documentation of the completed, scored, and dated self-assessment tool. The self-assessment is to 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 |
| <p>PA 2</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 is to complete and submit the required sections of the JFS 01509 "Continuous Improvement Plan (CIP) For Step Up To Quality (SUTQ)". The plan is to be updated annually and maintained on-site for review.</p> |

Sub-Domain: Staff Management (SM)

| Program Standard | Requirements |
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| <p>SM 1</p> <p>The program owner completes the Ohio Administrator Core Knowledge and Competencies Self-Assessment annually. The program owner ensures completion of at least one formal observation for all staff annually.</p> | <p>The program is to maintain an annual summary of the Ohio Administrator Core Knowledge and Competencies Self-Assessment (Administrator CKC). The summary is to include the date the Administrator CKC was completed.</p> <p>The observation is to be completed by the program owner within 30 days of hire and updated at least annually. The program is to maintain documentation of the formal observations for each staff member. The documentation is to include the staff member's name and the date the observation was completed.</p> <p>The sample JFS 01521 "Teacher Observation for Step Up To Quality (SUTQ)" may be used to meet this requirement.</p> <p>Note: The completion of the classroom self-assessment tool or a self-evaluation by the staff does not meet the requirement for formal observations.</p> |

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| <p>SM 2</p> <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 on-going training and professional development needs of staff and is to be updated at least annually.</p> <p>For initial registrations: Professional development plans are to be created for any individual who has been employed for more than 30 days.</p> <p>Once rated, the initial professional development plan is to be completed within 30 days of hire.</p> <p>Professional development plans are to 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. Copies of the plans are to be maintained on-site for review.</p> <p>The sample JFS 01587 "Professional Development Plan for Step Up To Quality (SUTQ)" may be used for this requirement.</p> |
| <p>Domain: Staff Qualifications and Professional Development</p> | |
| <p>Sub-Domain: Staff Education (SE)</p> | |
| <p>Program Standard</p> | <p>Requirements</p> |
| <p>SE 1</p> <p>The program owner has a Child Development Associate (CDA), or a Career Pathways Level (CPL) 2, or an Ohio's School-Age Administrator Professional Endorsement (if serving only school-age children).</p> | <p>The CDA is to be current. www.cdacouncil.org</p> <p>Individuals are to submit their education to the OPR for verification, following the OPR's established policies and procedures. https://occrra.org</p> <p>Documentation will not be considered complete until it has been verified by the OPR.</p> |

Sub-Domain: Professional Development (PD)

| Program Standard | Requirements |
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| <p>PD 1</p> <p>The program owner achieves and maintains the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>All child care staff achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> | <p>For initial ratings only: The program owner and all child care staff are not required to achieve the Professional Development Certificate prior to registering for an initial rating. The program owner and all child care staff are to achieve the Professional Development Certificate prior to the end of the current biennium. The required hours for the Professional Development Certificate are to be prorated based on the rating effective date of the program's initial rating.</p> <p>Once rated, the program owner and all child care staff achieve and maintain the Step Up To Quality Professional Development Certificate in the current or previous biennium.</p> <p>If a child care staff member was hired after the program's initial rating date, the required hours for the Professional Development Certificate are to be prorated based on his or her hire date.</p> |
| <p>PD 2</p> <p>The program owner and all child care staff are to complete the required quality and child development courses.</p> | <p>The program owner and all newly hired child care staff 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 are to 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 is to count toward the Ohio's Overview of Child Development regardless of degree. Documentation of the course is to be submitted to the OPR no later than sixty days prior to the end of the biennium.</p> |

| Domain: Family and Community Partnerships | |
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| Sub-Domain: Transitions (T) | |
| Program Standard | Requirements |
| <p>T 1</p> <p>The program provides written information to families on transitioning children into and out of the program.</p> | <p>The program is to have available on-site information given to families on transitioning children into and out of the program.</p> |
| <p>T 2</p> <p>The program provides age-appropriate activities for children to prepare them for the transition to a new educational setting.</p> | <p>The program is to maintain documentation on age-appropriate activities for children to prepare them for the transition to a new educational setting. The documentation is to include the age group in which the activities were conducted and the purpose of the activity.</p> |
| <p>T 3</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 is to have 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 is to 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 is to 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> |
| Sub-Domain: Communication and Engagement (CE) | |
| Program Standard | Requirements |
| <p>CE 1</p> <p>The program provides information regarding a minimum of at least two resources and community services to families.</p> | <p>The program maintains examples of at least two resources and community services provided to families to support the family and the development of their children.</p> |
| <p>CE 2</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 is to show or be able to describe at least two modes of communication that the program uses to communicate with families.</p> |

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| <p>CE 3</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 is to maintain examples of information on one health and one child development topic provided to families.</p> |
| <p>CE 4</p> <p>The program offers at least one opportunity for all families to engage in activities annually.</p> | <p>The program is to maintain an example of the family engagement opportunity that was offered to families. The example is to include information describing the activity and to whom and when it was offered.</p> |