



A Guide for Child Care Providers





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Introduction

Step Up To Quality (SUTQ) is Ohio’s quality rating system for child care programs. The Ohio Department of Job and Family Services (ODJFS) and the Ohio Department of Education (ODE) use a comprehensive, one- to five-star rating system to assess ODJFS- and ODE-licensed early childhood programs that choose to exceed minimum health and safety standards. Starting in 2020, all child care programs that receive state funding will be required to participate in Step Up To Quality. Ratings are posted online, and parents can use them to choose the program that is best for their child.

Highly rated programs require continuing education for teachers and staff, use child assessments to guide learning and development, and take additional steps to help prepare children for kindergarten. In return, they receive additional funding and free marketing materials to help spread the news about their SUTQ rating and attract new customers.

This guide is designed for child care providers working to achieve star ratings. This includes:

- Child care programs registering for SUTQ for the first time
- Child care programs that already have at least one SUTQ star
- County agencies

How to Use This Guide

The SUTQ program standards are spelled out in Ohio Administrative Code (OAC) rule 5101:2-17-01 and at earlychildhoodohio.org. The standards include four domains:

- Learning and Development
- Administrative and Leadership Practices
- Staff Qualifications and Professional Development
- Family and Community Partnerships

This booklet explains each of those domains in detail, with explanations of their sub-domains and summaries of key terms, tips for meeting the standards and frequently asked questions.

For the purposes of this document, all child care program types will be referred to as “programs,” including child care centers, family child care home providers, preschools and school-age child care programs.

Non-Rated Programs

If you are registering for SUTQ for the first time, use this booklet to become familiar with the requirements of the star rating you plan to apply for. It can help you determine the best way to meet the higher quality standards.

Rated Programs

If you already have at least one SUTQ star, use this booklet to continuously improve your program and work toward a higher star rating.

Forms

The SUTQ program uses two types of forms: prescribed forms and sample forms. Prescribed forms must be used, and no substitutions will be accepted. Sample forms are not required but can help you meet SUTQ standards.

The Ohio Child Licensing and Quality System (OCLQS)

Child care programs in Ohio use OCLQS to submit licensing applications, amendments to their program licenses, corrective action plans, SUTQ registrations, and SUTQ annual reports. State and county staff use the system to review submitted documentation and to conduct inspections. For more information, visit oclqs.force.com.



Learning and Development Domain

High-quality learning and development programs provide a strong foundation of curriculum, instruction and assessment to give children a well-rounded experience that will benefit them now and in the future. The Learning and Development domain focuses on the learning environment and the experiences children have while at the program. The Learning and Development sub-domains include:

- Curriculum and Planning
- Child Screening and Assessment
- Interaction and Environment

Curriculum and Planning Sub-Domain

The Curriculum and Planning sub-domain includes selecting, obtaining and implementing a curriculum that will be used to plan daily activities that support a child's development and learning. A chosen curriculum should address a broad range of developmental and learning outcomes across all learning objectives, domains and subject matter areas.

- Curriculum
- Teacher Access to Standards
- Activity Plans

Child Screening and Assessment Sub-Domain

The Child Screening and Assessment sub-domain includes a process to select, obtain and implement child screening and assessment tools. Teachers use the assessment tool to make, adjust and refine instructional decisions and to evaluate a child's progress. Information about the child's development and progress is shared with families. Assessment information also is used to help programs plan and continuously improve their programs.

- Child Screening
- Child Assessment

Interaction and Environment Sub-Domain

The Interactions and Environment sub-domain includes a process to select and complete a classroom self-assessment tool. Teachers identify an area for improvement and create an action plan with goal(s) and action steps based on the results of the self-assessment. This domain also includes the Ohio Classroom Observation Tool (OCOT). Teachers use classroom self-assessment information to improve staff-child interactions and learning environments.

- Classroom Self-Assessment
- Ohio's Classroom Observation Tool

Curriculum (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Curriculum: A plan providing guidance on what and how to teach. To meet SUTQ requirements, the curriculum must be written, research-based, comprehensive, and aligned to the Early Learning and Development Standards, Ohio K-12 Standards, or the program’s philosophy for school-age only-programs.</p> <ul style="list-style-type: none"> • Written: Typed and legible. • Research-based: Materials and resources obtained have been tested, measured and proven reliable and valid for young children’s learning and education experiences. • Comprehensive: Provides learning goals, activities and opportunities in all of the following areas: <ul style="list-style-type: none"> ○ Social-Emotional Development ○ Approaches Towards Learning ○ Physical Well-Being & Motor Development ○ Cognitive Development and General Knowledge (including Mathematics, Science and Social Studies) ○ Language and Literacy <p>Alignment: In early care and education, the degree to which a program’s curriculum and assessments complement one another to help achieve required or desired standards.</p> <ul style="list-style-type: none"> • Curriculum Standards Assessment Alignment Tool: This tool, created by ODJFS and ODE, is required to be used by programs that have obtained and/or implemented a curriculum. <p>Implement: To put a decision or plan into effect.</p> <p>Program’s philosophy: The guiding principles for a program’s operations and decisions.</p>	<p>Use prescribed form JFS 01508 “Action Plan for Selecting a Curriculum” to meet the requirement of selecting a curriculum. (1 star)</p> <p>Ensure teachers are aware of where the curriculum is centrally located within the program. (2 star and above)</p> <p>Ensure that all age groups served have an age-appropriate curriculum and lead teachers or family child care home providers can explain how their program implements the curriculum. (3 star and above)</p> <p>Share the completed ODJFS/ODE alignment tool with staff to ensure they understand each part of the curriculum and why it meets the SUTQ requirements. (3 star and above)</p> <p>Understand how the curriculum aligns with the program’s philosophy.</p> <p>Train staff on the expectations of how to use curriculum in the program’s planning process. (3 star and above)</p> <p>Use sample form JFS 01590 “Curriculum Standards Assessment Alignment Tool: Infants and Toddlers” to meet the requirements. (3 star and above)</p> <p>Use sample form JFS 01591 “Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for SUTQ Programs” to meet the requirements. (3 star and above)</p> <p>Use sample form JFS 01593 “Curriculum Standards Assessment Alignment Tool: School Age for SUTQ Programs” to meet the requirements. (3 star and above)</p>	<p>How do I obtain the state provided curriculum?</p> <ul style="list-style-type: none"> • jfs.ohio.gov/cdc/docs/CurriculumNotification.stm <p>Who is eligible to obtain the state provided curriculum?</p> <ul style="list-style-type: none"> • jfs.ohio.gov/cdc/docs/CurriculumNotification.stm <p>Is the state-provided curriculum required?</p> <ul style="list-style-type: none"> • No, programs have the option to choose any curriculum that meets the SUTQ requirements. <p>What are examples of an accepted school-age curriculum?</p> <ul style="list-style-type: none"> • Building the Primary Classroom • Cincy After School • Pinnacle • 4-H • YMCA <ul style="list-style-type: none"> ○ Kids Math ○ Kids Science ○ Kids Lit <p>Is “The Fidelity Tool” from Teaching Strategies accepted as a curriculum?</p> <ul style="list-style-type: none"> • No, “The Fidelity Tool” is a self-assessment tool that helps programs to assess if Creative Curriculum is being fully implemented. <p>Does the curriculum have to be stored or located in the classroom?</p> <ul style="list-style-type: none"> • No, one copy is required for the program and needs to be centrally located and accessible to all staff. Staff should know where the curriculum is located and be able to access the curriculum at any time during the program’s operation.

Teacher Access to Standards (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Early Learning and Development Standards (ELDS): The ELDS are unique to Ohio. This is a set of shared standards that provide key concepts and skills that a child should develop. They are applicable to children ages birth through 5, no matter what kind of setting they attend.</p> <p>Ohio K-12 Standards: A set of learning standards that are applicable to all school-age children.</p> <p>Ohio K-12 Standards Resource Guide: The resource guide provides difficult-to-understand terminology in basic terms and helpful, developmentally appropriate research-based instructional strategies and activities to help struggling students achieve.</p> <p>Standards: A set of ideas used to measure.</p>	<p>Staff are aware of the location of the ELDS and the Ohio K-12 Standards Resource Guide in each classroom and the program’s selected curriculum.</p> <p>Keep an additional copy available in the classroom that is not removed for other purposes or have additional copies available in a resource area to use while planning. Maintain accessible copies to replace a printed copy that may be lost or destroyed.</p> <p>Ensure ELDS and the Ohio K-12 Resource Guide are the most updated versions using the links at right.</p>	<p>Does having a copy of the standards in the resource room meet the requirement?</p> <ul style="list-style-type: none"> • No, a copy must be available in each classroom, electronic or printed, and must be available for the ODJFS/ODE licensing reviewer to review at the time of an inspection. <p>What is the requirement for access to standards for family child care home providers?</p> <ul style="list-style-type: none"> • Family child care home providers must have the items within the home. Staff must be aware of the location of the materials. <p>Where can I find a copy of the most recent version of the ELDS and the Ohio K-12 Resource Guide?</p> <ul style="list-style-type: none"> • ELDS: earlychildhoodohio.org • Ohio K-12 Standards: education.ohio.gov • Ohio K-12 Resource Guide: earlychildhoodohio.org/sutq/pdf/Ohio-s-K-12-Standards-Resource-Guide--Final.pdf <p>Why am I required to have a copy in each classroom?</p> <ul style="list-style-type: none"> • So all teachers can access and become familiar with the ELDS and the Ohio K-12 Standards so they can use them during the group planning process.

Activity Plans (All Ratings)		
Key Terms	Tips	Frequently Asked Questions
<p>Activity Plan: The detailed written plan of daily activities, experiences and/or opportunities to support children’s development.</p> <p>Minimum Instruction Time: The definition for minimum instruction time can be found in the appendices to OAC rule 5101:2-17-01.</p>	<p>Use the activity plan as a working document, updating as changes occur within the classroom and to continually meet the needs and interests of children in the group.</p> <p>The administrator or program owner should periodically review activity plans to ensure that the current plan is readily available, reflects the activities in the room, and is completed appropriately.</p> <p>For family child care home providers, the planning process also should consider allowing for activities and experiences that meet the needs of a greater range of ages. This would include taking into consideration children’s varying schedules and any safety or social emotional factors for mixed age groups.</p> <p>If more than one curriculum is being used for the same family child care group, the activity plan format may need to be adjusted to accommodate.</p> <p>Use sample form JFS 01513 “Activity Plan for Step Up To Quality” to meet the requirements.</p> <p>Use sample form JFS 01592 “Individual Child Plan for Step Up To Quality” to meet the requirements.</p> <p>Administrators or other appropriate staff may talk with the teaching staff and give them the opportunity to explain and verbalize their planning process. This will help prepare for the SUTQ interview. (3 star and above)</p> <p>During the planning process, teachers should use the following: the child assessment results, child developmental and educational goals, interests of children, and knowledge of child development and appropriate standards to plan meaningful experiences and activities for children. (3 star and above)</p> <p>It is a best practice to note the children’s interests or current individualization on the activity plan. Examples are noting the child’s initials next to a specific activity, noting a reflection or observation on the plan, and/or color coding or adding a letter/number code for various learning objectives or standards. (4 and 5 star)</p>	<p>Where should I keep my activity plan(s)?</p> <ul style="list-style-type: none"> • Activity plans should be posted in each room. <p>Do I need an activity plan for each group I serve?</p> <ul style="list-style-type: none"> • Yes, each group of children should have an activity plan that is specific to their needs and interests. <p>Do I need an activity plan for infants and toddlers?</p> <ul style="list-style-type: none"> • Yes, all age groups of children should have planned activities to assist them in achieving their goals and developmental milestones. <p>Do I have to code my activity plan to show alignment to the ELDS or Ohio K-12 Standards?</p> <ul style="list-style-type: none"> • No, it is a best practice but not a requirement. <p>How much detail needs to be on the activity plan?</p> <ul style="list-style-type: none"> • The activity plan must include items as defined in the appendices of OAC rule 5101:2-17-01 for your program type and star rating. Other items may be included to assist the teacher’s planning process but are not required. When activities are noted on the plan, they should include enough of a description to allow the domain and the activity to be identified. <ul style="list-style-type: none"> ○ For instance, just listing nature walk does not give enough information to determine if this is being used as a motor activity, a science/cognitive activity, a social/emotional activity or all three. Noting “collect & classify nature items from our walk” would allow identification of both the actual activity and the intent (learning objective or domain of learning). <p>Does every domain need to be listed?</p> <ul style="list-style-type: none"> • No, however the teacher should explain that all domains are included in the planning process and each can be identified over time. <p>Does every child’s name need to be on each week’s activity plan?</p> <ul style="list-style-type: none"> • No, teachers should be able to explain and show how the documentation is kept if it is not noted on the activity plan. <p>How can I show alignment on my activity plan? (3 star and above)</p> <ul style="list-style-type: none"> • Many programs choose to use a code with letters, colors or numbers next to each activity to represent standards. The program may choose any code they wish, as long as the teacher can understand and explain the process used and reasoning behind coding for activities. There are many ways programs may meet this standard. Some programs choose to code by ELDS domain. Some may use abbreviations, and others may use color coding.

Child Screening (3 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>Developmental Screening: A screening that shows how a child’s development compares to other children of the same age; typically administered when a child enrolls in a program to identify areas of concern and allow information to be used for the initial planning cycle. If a concern is identified, the appropriate action, which may include a referral to an appropriate resource, must be taken. The results of ongoing developmental screenings are used to make instructional decisions and to monitor children’s developmental progress.</p> <ul style="list-style-type: none"> • A comprehensive, developmentally appropriate screening instrument must address the following domains: language, cognitive, motor, social /emotional skills and behavior. Programs may choose to use a combination of screening tools that address a single domain, or they may select a tool that addresses all domains. <p>Individualized Education Plan (IEP): A plan or program developed to ensure that a child over age 3 who has a disability identified under the law receives the required specialized instruction and related services. IEP law is found in three federal statutes: the Individual with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Family Educational and Privacy Rights Act. IDEA is a federal law that is binding in all states.</p> <p>Individualized Family Service Plan (IFSP): A plan for special services for children under age 3 with developmental delays. Once a child turns 3, an IEP is put into place.</p>	<p>Create a tracking method similar to that on the required licensing forms for children’s medical care and enrollment to ensure that screenings are received within 60 days. Tracking also should include 90 days from identification for referrals, if required.</p> <p>If the child’s family completes the screening, the program is required to review the screening and complete the scoring portion or review the scoring the family provided for accuracy. The program must notify the family only if the scores are different than what was initially determined by the family.</p> <p>Create a tracking method that includes all requirements for each family at the time of enrollment so staff may ensure all licensing, SUTQ and program requirements are met.</p> <p>After the screening tool is complete, the results must be formally shared with the family. Programs may choose to do this through a letter, conversation and/or conference.</p> <p>If a screening does not show an area of concern, the program may refer to an appropriate resource based on additional observations.</p> <p>Programs also may choose to provide support and re-screen within the 90-day period prior to making a referral.</p> <p>School-age children are not required to be screened.</p> <p>Use the sample form JFS 01512 “Developmental Screening Instrument Summary” to meet the requirements.</p>	<p>How do I document staff that have been trained on the screening tool?</p> <ul style="list-style-type: none"> • Using the JFS 01512 or other acceptable documentation. This could be professional development documentation such as an in-service training form, a verified item in the Ohio Professional Registry, or a certificate or form provided by the author of the tool. <p>If a referral is needed, who do I refer to?</p> <ul style="list-style-type: none"> • Referrals should be sent to partners or professionals such as the local school district, social service agency or pediatrician. <p>Do I need to purchase multiple copies of the screening tool, or can I print my own?</p> <ul style="list-style-type: none"> • The program should follow the publisher’s requirements about copying materials. <p>If I use an online tool, do I need something printed in the child’s file to show my reviewer, or can I show them the online tool?</p> <ul style="list-style-type: none"> • The screening must be able to be viewed during the inspection. If the reviewer has access to a computer during the verification visit, they can review the online tools. Please note that the reviewer will not extend the visit in order to view these items. <p>If the child is on an IEP or IFSP, are additional screenings required?</p> <ul style="list-style-type: none"> • If a child has a current IEP or IFSP, they must receive a screening in the areas that are not included in the IEP/IFSP, or the specific instructions in the IEP/IFSP should be followed. If all areas are not being screened due to a current IEP/IFSP, the IEP/IFSP should be kept on file at the program. <p>Do I need parent permission to refer a child to services?</p> <ul style="list-style-type: none"> • Referrals to services should be made in collaboration with families.

Child Assessment (3 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>Assessment: Ongoing formative assessment is a process used to identify children’s developmental strengths, instructional needs, intervention needs and progress over time.</p> <p>Formal Assessment: Formal assessments are used to report information to others, such as families and program administrators. They also give teachers information to adjust individual instruction. Formal assessments must follow a standardized set of learning objectives for all children and must use a specific standardized tool or instrument.</p> <p>Informal Assessment: Informal assessments are conducted by observing and recording children’s behavior and progress. To create an informal assessment, teachers can use tools such as developmental checklists, anecdotal records, work sampling and portfolios. This information can be used to better design instructional activities that support a range of developmental levels across all domains.</p> <p>Child Portfolio: Portfolios contain student work reflecting their accomplishments toward significant curriculum goals, particularly those that require complex thinking and the use of multiple resources. An assessment of the portfolio can provide valuable evidence of the child’s accomplishments and support the instructional process. In addition, portfolios invite children to reflect on their progress and take pride in their accomplishments. Finally, portfolios provide parents and the wider community with credible evidence of the child’s achievements and inform policy and practice at every level of the educational system.</p> <p>Early Learning Assessment (ELA): This is a state assessment for all preschool-aged children that must be completed in accordance with the schedule prescribed by ODE or the ODJFS.</p>	<p>Create a tracking plan that aligns with the publisher’s requirements for the child assessment selected or to the program’s chosen schedule. Two complete assessment cycles are required annually for three- to five-star rated programs.</p> <p>The results of the child assessment must be formally shared with the family. Programs may choose to do this through a letter, conversation and/or conference.</p> <p>Ensure that the assessment is aligned to the program’s chosen curriculum and age-appropriate standards.</p> <p>All administrators and lead teachers should be able to explain the assessment process.</p> <p>School-age children are required to receive only informal assessments, but educational and developmental goals must be set for them.</p> <p>Use sample form JFS 01519 “Child Assessment Process” to meet the requirements.</p> <p>Use sample form JFS 01588 “Process to Use Child Assessment Results” to meet the requirements.</p> <p>Child assessment results must be used to create activity plans and classroom goals. (4 and 5 star)</p>	<p>My program serves only school-age children. Do I need to do child assessments?</p> <ul style="list-style-type: none"> • Yes. Informal assessments are required for school-age children. <p>How often do I need to complete the child assessment tool?</p> <ul style="list-style-type: none"> • At least twice annually. The fall and spring reporting periods are required. <p>If a child has an IEP or IFSP, are additional assessments required?</p> <ul style="list-style-type: none"> • You may use an amended or adjusted assessment process for the areas identified in the IEP or IFSP, based upon the determination of the professionals who created the IEP or IFSP. The areas not covered by the IEP or IFSP still must be assessed. <p>Can a program use more than one assessment?</p> <ul style="list-style-type: none"> • Yes. Programs are encouraged to use more than one assessment if doing so helps meet children’s needs. A program may use any combination of summative, diagnostic or formative assessments but must complete a comprehensive, formative, formal assessment at least twice annually for each child. <p>When will the Early Learning Assessment be required?</p> <ul style="list-style-type: none"> • Programs must follow the schedule prescribed by ODE and ODJFS. The most recent schedule may be found at education.ohio.gov/Topics/Early-Learning/Kindergarten/Early-Learning-Assessment/Early-Learning-Assessment-for-Programs-1#Rollout and Timeline.

Classroom Self-Assessment (2 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>Classroom Self-Assessment Tool: An annual process that addresses the quality of the classroom environment and staff/child interactions and that is developmentally appropriate for each age group served.</p> <p>Indicator: A measure of quality.</p> <p>Environmental Indicators: A set of indicators specific to the space children use and the interactions within that space. Examples include:</p> <ul style="list-style-type: none"> • Space and Furnishings • Personal Care Routines • Interaction • Program Structure <p>Early Childhood Environmental Rating Scale-Revised (ECERS-R): An assessment tool that measures environmental indicators of quality in preschool classrooms.</p> <p>Infant Toddler Environment Rating Scale-Revised (ITERS-R): An assessment tool that measures environmental indicators of quality in infant and toddler classrooms.</p> <p>Family Child Care Environmental Rating Scale-Revised (FCCERS-R): An annual self-assessment tool that measures the learning environment in family child care home providers.</p> <p>School-Age Care Environmental Rating Scale (SACERS): An assessment tool used to measure environmental indicators of quality in school-age classrooms.</p> <p>Action Plan: A proposed list of steps to achieve a goal.</p>	<p>Create a tracking plan that aligns to the publisher’s requirements for the program’s selected classroom self-assessment.</p> <p>Create a tracking system to ensure that all classrooms complete the self-assessment at least annually, and that they are completed by individuals who can use the tool fully and accurately according to the publisher’s requirements.</p> <p>When working with mixed-aged classrooms, ensure that the appropriate classroom self-assessments are completed. Multiple assessments may be required if the ages in the group require separate assessments according to the publisher. There are tools available for a wide range of ages. Please contact your local resource and referral agency or state support team for guidance.</p> <p>Family child care home providers are required to complete one environment self-assessment for the program if all children are part of the same group. If a provider has separate groups, an environment self-assessment must be completed for each group.</p> <p>Use sample form JFS 01516 “Classroom Self-Assessment Tool Summary” to meet the requirements.</p> <p>Once the classroom self-assessment is complete, allow time for the results/ outcomes to be reviewed and discussed by the classroom or program staff and administrator/owner, as applicable. This discussion should take place with the intent to complete the lead teacher’s classroom action plan. (3 star and above)</p> <p>A copy of the goals are readily available in each classroom and, at a minimum, must be updated each time a new classroom self-assessment is completed. (3 star and above)</p> <p>Use sample form JFS 01518 “Classroom Self-Assessment Action Plan” to meet the requirements. (3 star and above)</p>	<p>If my program uses another agency/organization to complete the classroom self-assessment, what must the program have on file?</p> <ul style="list-style-type: none"> • All of the scoring sheets, graphs or materials; the notes taken by the observer; and a signed statement that the self-assessment was completed and reviewed with the program. <p>Does my score on my classroom self-assessment affect my SUTQ rating?</p> <ul style="list-style-type: none"> • No. The self-assessment must be completed, but the outcome does not impact the rating. <p>Can I reuse my classroom self-assessment tool?</p> <ul style="list-style-type: none"> • Yes, if the publisher allows the program to copy the scoring materials, the printed books may be reused. <p>Can the OCOT be used as the classroom self-assessment?</p> <ul style="list-style-type: none"> • No, the OCOT must be completed by a reliable ODJFS or ODE reviewer as a part of the verification process. (3 star and above)

Ohio Classroom Observation Tool (OCOT) (3 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>The OCOT consists of seven elements. Four elements assess the classroom environment, and three elements assess staff/child interactions. Each element includes several indicators. For each element, programs will obtain one of three designations:</p> <ul style="list-style-type: none"> • “Not Met” — did not meet a specified number of indicators. • “Met” — met a specified number of indicators but not all. • “Fully Met” — met all indicators. <p>In order for a program to obtain a three- to five-star rating, all classrooms observed must have met or fully met six of the seven elements.</p> <p>Indicator: A measure of quality.</p>	<p>In some cases, it may not be possible to observe an indicator during a 30-minute observation. In those instances, reviewers will interview the lead teacher to assess whether the indicator was met.</p> <p>Use formal teacher observations to assist staff to implement appropriate interactions with children.</p> <p>While completing formal observations, the observer should move throughout each room and help teachers prepare and be comfortable for the OCOT.</p> <p>Use classroom self-assessment results to ensure the environment is appropriate to the needs of the children in the room.</p> <p>Administrators should frequently observe staff and address issues as they are observed.</p> <p>Programs may complete mock OCOT and teacher interviews. Contact your local resource and referral agency or state support team for assistance in this process.</p> <p>Create program expectations for interactions with children specific to the age groups served.</p> <p>Administrator should share the OCOT with staff prior to the onsite visit and after its completion.</p> <p>Use sample form JFS 01521 “Teacher Observation Form” to meet the requirements.</p> <p>Use sample form JFS 01522 “Teacher Observation Summary” to meet the requirements.</p>	<p>Which classrooms will be observed?</p> <ul style="list-style-type: none"> • The reviewer will randomly select groups for the OCOT observation. At least one group per age group served will be selected. The program may not select the rooms that are observed. <p>What happens if one classroom does not meet the OCOT?</p> <ul style="list-style-type: none"> • If one classroom does not meet the OCOT, the program will be unable to receive a three-, four- or five-star rating. The OCOT is not required for one- and two-star programs. <p>What should be expected during an OCOT visit?</p> <ul style="list-style-type: none"> • ODJFS or ODE reviewers will observe the environment and staff-child interactions by moving throughout the classroom for 30 minutes. If the group leaves the classroom, the reviewer may follow. The observer may ask the teaching staff where to find the activity plan and the classroom schedule for review. If the observer has questions after the OCOT for items that could not be observed, the observer will ask the teaching staff. <p>Should I alter my programming while I am being observed?</p> <ul style="list-style-type: none"> • No, the OCOT is designed to be completed during any activity. Staff should keep their normal routine.



Administrative and Leadership Practices Domain

The Administrative and Leadership Practices domain focuses on the continued improvement of the program. This includes individual staff development, improvements to program policies and procedures, and supports designed to increase the staff retention. The sub-domains include Staff Supports, Program Administration and Staff Management.

Staff Supports Sub-Domain

The Staff Supports sub-domain requires the program to have a written process for determining staff compensation based on established criteria.

- Staff Supports and Wage Structure

Program Administration Sub-Domain

The Program Administration sub-domain requires completion of a program self-assessment. The program self-assessment is a standardized tool of the program's choice, which is used to assess the program's administrative policies, procedures and practices.

- Program Self-Assessment
- Formal Observations
- Continuous Improvement Plan

Staff Management Sub-Domain

The Staff Management sub-domain requires administrators, family child care home providers, lead teachers and assistant teachers to have annual professional development plans.

- Professional Development Plan

Program Self-Assessment (All Ratings)		
Key Terms	Tips	Frequently Asked Questions
<p>Program Self-Assessment: A standardized tool that measures a program’s administrative policies, procedures and practices regarding the following: Human Resource Leadership and Development, Family and Community Partnerships, Program Development and Evaluation, and Business Operations and Management.</p> <ul style="list-style-type: none"> • Examples of self-assessment tools for centers: <ul style="list-style-type: none"> ○ Program Administration Scale (PAS) ○ National Association for the Education of Young Children (NAEYC) Program Self-Study ○ National Accreditation Commission (NAC) for Early Care and Education Programs ○ Head Start Annual Program Assessment ○ Quality Self-Assessment Tool (QSAT) for Ohio’s Afterschool Programs ○ Other — Assessment tools that are part of the program’s curriculum • Examples of self-assessment tools for family child care home providers: <ul style="list-style-type: none"> ○ Business Administration Scale (BAS) ○ National Association of Family Child Care (NAFCC) accreditation materials ○ Family Child Care Environment Rating Scale — Revised (FCCERS-R) 	<p>ODJFS/ODE staff do not use these self-assessment scores. They’re for the benefit of the program, to foster continuous improvement.</p> <p>Ensure that the tool includes the required elements.</p> <p>If the tool is completed for an agency or multiple sites with the same owner, each program administrator must have access to the results for site-specific items.</p> <p>Use sample form JFS 01586 “Program Self-Assessment Summary” to meet the requirements.</p>	<p>Can the OCOT be used by the program as a self-assessment tool?</p> <ul style="list-style-type: none"> • No, the OCOT evaluates programs’ environment and interaction, not administrative and leadership practices. <p>What resources are available to help with the assessment?</p> <ul style="list-style-type: none"> • Programs can visit the website or contact the author of the tool they select. They also may contact their local resource and referral agency or state support team. <p>Who needs to complete the program self-assessment tool?</p> <ul style="list-style-type: none"> • The person(s) who completes the tool must be an administrator of the program or agency or owner of the program.

Formal Observations (2 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>Formal Observation: A standardized, written assessment of strengths and areas for improvement.</p>	<p>Formal observations must be scheduled within 30 days of hire and annually thereafter. They can be completed more frequently if the program plans to use them to earn extra points.</p> <p>The formal observation must include the observation of staff.</p> <p>It is important for the person completing the assessment tool to record the specific observations that the program could use for planning both program improvement and greater support.</p> <p>Two annual formal observations must be held at least 90 days apart. (4 and 5 star)</p> <p>Family child care home providers must use the Administrator CKC Self-Assessment as a formal observation tool. It is best to print it in color for easier scoring.</p> <p>Use sample form JFS 01516 "Classroom Self-Assessment Tool Summary" to meet the requirements.</p> <p>Use sample form JFS 01587 "Professional Development Plan" to meet the requirements.</p>	<p>Can I use my classroom self-assessment to meet the formal observation requirements?</p> <ul style="list-style-type: none"> • Yes. A classroom self-assessment may be completed an additional time for each staff member to meet the formal teacher observation requirement. When used for this purpose, the classroom self-assessment must include an observation by another person. It may not be completed by the individual being observed. <p>Can ODE programs use the Ohio Teacher Evaluation System (OTES) to meet the formal observation requirements?</p> <ul style="list-style-type: none"> • Yes. ODE programs also may use the walk-through, pre- and post-conference observations. <p>How much evidence should be collected for my formal observations?</p> <ul style="list-style-type: none"> • There is no rule requirement for documentation other than the formal observation itself.

Continuous Improvement Plan (CIP) (2 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>Continuous Improvement Plan (CIP): A documented set of goals and action steps to improve the program over time.</p> <p>Goal: A desired outcome.</p> <p>Action Step: A measurable task that leads to an associated goal.</p> <p>SMART Goal: S-Specific M-Measurable A-Attainable R-Realistic T-Timely</p>	<p>Action steps must be very specific. For example, an action step to “purchase additional materials” is not acceptable. An action step to “purchase additional dramatic play materials for the toddler room” would meet the requirements.</p> <p>Reflect on the previous year’s goals to help create new goals for the next year. Think about why a goal was met or not met and if it should be included or adjusted moving forward.</p> <p>Be sure program goals relate to items/indicators found within the formal observation or classroom self-assessment tool.</p> <p>For family child care home providers, goals may be created for the program instead of each individual group, even if there are multiple groups in the home.</p> <p>The CIP is required to be updated annually. Best practice is to use it as a working document and update as needed. It is recommended that the CIP be reviewed at least quarterly or when new formal teacher observations and/or classroom self-assessment tools are completed.</p> <p>Programs can add new goals if previous goals have been completed.</p> <p>Set short- and long-term goals that are realistic and attainable.</p> <p>There may be some areas in which a program cannot improve its score – for example, if a room configuration would be improved by removing a wall, but the program cannot remove the wall. This would not be an achievable goal and should not be included.</p> <p>Provide the annual survey to families in a variety of formats – for example, on paper, verbally and online. Regardless of the format, the survey should be easy to complete.</p>	<p>Who completes the JFS 01509 “Continuous Improvement Plan (CIP) for Step Up To Quality (SUTQ)” form?</p> <ul style="list-style-type: none"> • The administrator or designee. <p>If a goal was not accomplished, can the dates be updated on the current CIP to remove the requirement for a new JFS 01509?</p> <ul style="list-style-type: none"> • The plan is required to be updated annually. It may be updated on the previous form. <p>Can ODE programs use the CIP for the district?</p> <ul style="list-style-type: none"> • Yes, as long as the district plan includes goals and improvements for the preschool. <p>How can families be encouraged to complete the survey?</p> <ul style="list-style-type: none"> • Make the survey as easy as possible to complete. Include simple, straightforward questions and multiple formats (printed or online) that are easy to access. • Offer an incentive for participating. • Show families evidence that the survey results are used and affect the program.

Staff Supports & Wage Structure (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Staff Supports: Additional benefits given to staff by the program. Approved SUTQ staff supports may be found in the appendices to OAC rule 5101:2-17-01.</p> <p>T.E.A.C.H Early Childhood® OHIO: A compensation and retention program for child care professionals. For more information, see ocrra.org/teach-early-childhood</p> <p>Planning Time: A time set aside for teachers to complete group activity plans.</p>	<p>Determine which staff are eligible to receive supports.</p> <p>Create a written policy regarding staff supports and wages that also states how this policy is shared with staff.</p> <p>Ensure that your budget can sustain the wage structure and staff supports offered for all identified staff.</p> <p>Research programs in your area to determine what pay rates and staff supports they offer, to help you obtain and retain qualified staff.</p> <p>If your program is part of a larger organization, determine whether the organization has a standard that you are expected follow.</p> <p>Staff supports do not apply to family child care home providers.</p>	<p>If staff supports are available only to full-time staff, does that meet the requirement?</p> <ul style="list-style-type: none"> • Yes, the requirement is for programs to have a staff support policy. Programs are responsible for selecting who may receive supports. <p>What if my program does not have both full- and part-time staff?</p> <ul style="list-style-type: none"> • A program does not have to have a wage structure for a category of workers it does not employ. However, its written policy must state the types of staff it employs and include a wage structure for those staff.

Professional Development Plan (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Professional development plan: A written statement of the goals, action steps and outcomes for advancing a staff member's learning.</p> <p>Goal: A desired outcome.</p> <p>Action Step: A measurable task that leads to an associated goal.</p>	<p>Employees should be involved in creating their own professional development plans.</p> <p>Use formal observations, classroom self-assessments, program assessments, and a consideration of the individual teacher's interests and needs when creating a plan.</p> <p>Professional development can be more than attending a training. It can include job shadowing, visiting programs, joining a professional organization and/or obtaining additional education.</p> <p>Consider including trainings outside the individual's specialization area if that might be helpful. For example, a training about preschool transitions may be helpful for a toddler teacher who has children approaching preschool age.</p> <p>A goal must be more specific than the general SUTQ requirements. For example, a goal that states "complete the two required courses and obtain an additional 15 hours of professional development during the biennium" would not be accepted.</p> <p>Use professional development plans as working documents that can be updated/adjusted at any time.</p> <p>Revisit the professional development plan if the individual's role has changed.</p> <p>Use sample form JFS 01587 "Professional Development Plan" to meet the requirements.</p>	<p>What if no training meets my goal/ age group/specialization?</p> <ul style="list-style-type: none"> • Staff should plan far enough in advance to have a better chance at finding professional development opportunities that are applicable to their work and goals. <p>Do the professional development plans need to address all 20 hours required by SUTQ?</p> <ul style="list-style-type: none"> • Yes, but they also may include other professional development opportunities that benefit the individual program. <p>Can ODE programs use the OTES to meet professional development plan requirements?</p> <ul style="list-style-type: none"> • A growth plan can be used as a professional development plan if it includes details about planned professional development. However, growth plans typically include only goals set as a result of the self-assessment. This would not be accepted. <p>Do floaters, paraprofessionals, part-time aides or individual aides need professional development plans?</p> <ul style="list-style-type: none"> • No, unless they are used in a lead or assistant teacher capacity for more than 90 consecutive days.



Staff Qualifications and Professional Development Domain

Children’s learning and development are greatly influenced by the educational qualifications and experience of their teachers. Ongoing professional development gives teachers the opportunity to increase their knowledge of current best practices while building on past experience. Sub-domains in the Staff Qualifications and Professional Development domain include Staff Education and Professional Development.

Staff Education Sub-Domain

The Staff Education sub-domain includes education-level requirements for administrators, lead teachers, assistant teachers and family child care home providers. Education requirements may be met with Career Pathways Levels calculated by the Ohio Professional Registry.

- Staff Education

Professional Development Sub-Domain

The Professional Development sub-domain includes professional development requirements for administrators, lead teachers, assistant teachers and family child care home providers, all of whom must obtain a professional development certificate each biennium.

- Professional Development
- Ohio Professional Registry

Staff Education (All Ratings)		
Key Terms	Tips	Frequently Asked Questions
<p>Child Development Associate Credential (CDA): The Council for Professional Recognition issues this nationally recognized credential based on a core set of competency standards to guide early care and education professionals toward becoming qualified teachers of young children.</p> <p>Early Childhood Education (ECE): A field of study that includes both early childhood and elementary education. ECE degree programs at accredited institutions of higher learning include Early Childhood Education, Human Ecology, Child Development, Family Studies, Child and Family Community Studies, Human Development, and Elementary Education with four courses in child development or ECE.</p> <p>Minimum Instruction Time: The definition for minimum instruction time can be found in the appendices to OAC rule 5101:2-17-01.</p> <p>SUTQ Professional: A lead or assistant teacher, administrator, or family child care home provider.</p> <p>Career Pathways Level (CPL): A measure of an individual’s formal education, credentials, certificates, experiences and ongoing professional development, based on data entered into the Ohio Professional Registry.</p>	<p>Encourage staff to seek higher levels of education.</p> <p>When applying for SUTQ star ratings, use CPLs for staff without ECE degrees. For more information, contact the Ohio Resource and Referral Association.</p> <p>When replacing staff, make sure the education levels of the new staff are the same or higher than the education levels of the former staff.</p>	<p>If a staff person who is used to meet SUTQ staff education requirements leaves my program, do I have to report it to ODJFS/ ODE?</p> <ul style="list-style-type: none"> • No. However, the education level of staff must be maintained to remain qualified for the star level awarded. • Please note: Programs are required to report administrator changes to meet licensing requirements. <p>What happens if I lose a staff member during the verification process?</p> <ul style="list-style-type: none"> • A 45-day deferral will be awarded so you can replace qualified staff needed for the rating. <p>How does SUTQ define “long-term substitute teacher”?</p> <ul style="list-style-type: none"> • If substituting for longer than 90 days, then the person is considered a long-term substitute.

Ohio Professional Registry (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Ohio Professional Registry (OPR): A centralized information system for early childhood and after-school professionals.</p> <p>Organization Dashboard: Part of the OPR; contains information related to a child care program, including current and past employees, upcoming trainings, and current enrollment.</p> <p>Professional Registry Profile: A profile that must be completed through the OPR for all lead and assistant teachers, including administrator(s) and family child care home providers. Registry Profiles must be completed prior to applying for a SUTQ rating.</p> <p>Career Pathways Level (CPL): A measure of an individual’s education, credentials, certificates, experiences and ongoing professional development; the OPR calculates CPLs based on entered data.</p> <p>Administrator Credential Level (ACL): A credential awarded through the OPR after completion of the Administrator Core Knowledge and Competencies Training Series. Three ACLs are available.</p> <p>Exemption—Child Development: Signifies that an individual is not required to complete a particular course because he or she completed a post-secondary course in child development within the past six years and received a grade of C or higher or a passing grade if the course was taken pass/fail.</p> <p>Dual Role: An administrator or teacher who serves in two different capacities at a program. For example, an individual may be the lead teacher and the administrator, or they may be the lead teacher for two part-time sessions. One person may not serve dual roles at two different programs.</p> <p>College Transcripts: Official record of completed coursework. Transcripts or a grade card are the only acceptable forms of verification for the completion of college coursework.</p>	<p>Staff should manage their own profiles in the OPR.</p> <p>Staff should submit their training documentation directly to the OPR.</p> <p>Staff concerned about the verification timeline should contact the OPR directly.</p> <p>Administrators should create a system to regularly manage their program’s dashboard in the OPR.</p>	<p>Who do I contact for assistance with the OPR?</p> <ul style="list-style-type: none"> • Contact the Ohio Child Care Resource and Referral Association at (614) 396-5959 or support@occrra.org.

Professional Development (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Ohio Professional Registry (OPR): A centralized information system for early childhood and after-school professionals.</p> <p>Biennium: A specified two-year period.</p> <p>Professional Development (PD) Certificate: A certification that must be obtained by all administrators, lead teachers, assistant teachers and family child care home providers each biennium, after completing 20 hours of qualifying professional development. This must include the following courses:</p> <ul style="list-style-type: none"> • Ohio’s Overview of Child Development: This three-hour course explores the basics of child development and explains how to use that knowledge to provide quality care for children. • Ohio’s Approach to Quality: This two-hour course explores the basics of SUTQ and what it means for classroom staff and administrators. Participants gain a better understanding of the purpose behind SUTQ and how their actions affect the quality of care. <p>Ohio Approved: Signifies acceptance by SUTQ, the ODE Office of Early Learning and School Readiness, and the Ohio Department of Health’s Help Me Grow program.</p> <p>College coursework: Individuals pursuing post-secondary degrees in early childhood education or related fields may use college coursework to meet the PD requirement if they obtain a grade of C or better or passing if they take the course pass/fail. Approved related fields may be found in the appendices to OAC rule 5101:2-17-01. Transcripts or grade cards must be submitted to the OPR for verification.</p> <p>Clock hour: 60 minutes</p>	<p>As part of the hiring process, request information about the status of a candidate’s PD certificate.</p> <p>Ask candidates to bring a printed copy of their OPR profile to their interview.</p> <p>Schedule PD early in the biennium to allow time to reschedule courses due to unforeseen circumstances.</p> <p>If a staff member has planned leave, ensure that PD is completed prior to the leave period, if possible.</p> <p>Encourage staff to complete 10 hours of PD each year.</p> <p>Take PD courses that meet both SUTQ and licensing requirements.</p> <p>If an individual is taking CDA courses, Ohio Approved courses may count toward their PD requirement.</p> <p>Administrators can allow staff members to choose their PD but should ensure that it applies to their position.</p> <p>Include staff in the planning and execution of their PD.</p> <p>Staff should manage their own profiles in the OPR.</p> <p>Use sample form JFS 01587 “Professional Development Plan” to meet the requirements.</p> <p>All PD hours used to earn extra SUTQ points must be obtained prior to the registration date. (4 and 5 stars)</p>	<p>Are staff members on leave required to complete professional development during that time?</p> <ul style="list-style-type: none"> • Each individual serving in a role that requires SUTQ professional development who is employed at the beginning and end of the biennium are required to obtain a professional development certificate regardless of attendance or work schedules. <p>What if I hire someone from another program during the biennium?</p> <ul style="list-style-type: none"> • If the individual previously worked for a rated program in a role that required professional development, they must obtain the complete PD certificate in the required timeframe. <p>What if I hire someone from a non-rated program during the biennium?</p> <ul style="list-style-type: none"> • The individual should follow the proration chart in the appendix to OAC rule 5101:2-17-01 for the quarter in which they were hired. <p>If there are additional staff in a room, what are their requirements?</p> <ul style="list-style-type: none"> • There are no requirements for professional development for staff who are not serving in a role that is identified in the appendices to OAC rule 5101:2-17-01. <p>What are the PD requirements for an initial registration?</p> <ul style="list-style-type: none"> • There are no requirements for professional development hours prior to submitting a registration. <p>How does SUTQ define “long-term substitute teacher”?</p> <ul style="list-style-type: none"> • If substituting for longer than 90 days, then the person is considered a long-term substitute. <p>For ODE programs, do courses identified in my Individualized Development Professional Plan (IPDP) count toward the PD certificate?</p> <ul style="list-style-type: none"> • Yes. Trainings that are on the IPDP and that are approved by the Local Professional Development Committee can be accepted for SUTQ as long as they relate to early childhood.



Family and Community Partnerships Domain

Programs that provide a strong foundation of community resources, promote the family's role as the child's first educator, and acknowledge and value all types of diversity will provide a well-rounded experience for children. The Family and Community Partnership domain focuses not only on children's well-being, but also on families and communities. Sub-domains are Transitions and Communication/Engagement.

Transitions Sub-Domain

The Transitions sub-domain promotes effective communication and activities to prepare children and families for transitions into and out of a program and—for child care centers and family child care home providers that serve more than one group of children—transitions within the program.

- Children's Records Transferred
- Transition Plan

Communication and Engagement Sub-Domain

The Communication and Engagement sub-domain encourages programs to reach out to families and community members to seek information that will benefit not only the child, but the family and community. Effective communication, whether written or electronic, must be used to identify opportunities for the families and the program to work collaboratively and to effectively use the resources around them.

- Communication
- Child Educational and Developmental Goals
- Health Screening
- Community Engagement/Parent Resources

Child's Records Transferred (2 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>Child's Records: All documentation maintained by the program related to the child's education and development. This does not include attendance or payment records.</p>	<p>Ensure that written parent consent has been provided prior to transferring child records to another program.</p> <p>Store records alphabetically by child so documents are easy to find when needed. Written consent is not required to transfer a child's file within the same agency or program.</p> <p>Organize each child's records chronologically to show progression.</p> <p>Offer to communicate with the new program if the family desires assistance with the child's transition.</p>	<p>Can my program have a policy that we do not transfer files to another program?</p> <ul style="list-style-type: none"> • Yes, but you will not be able to receive a 2-star or higher rating. <p>How long is the program required to maintain files after a child has left?</p> <ul style="list-style-type: none"> • There is no rule requirement for maintaining SUTQ documents after the child has left the program, but programs must be able to show that they have met licensing requirements. Best practice is to maintain files for at least a year after a child leaves the program.

Transition Plan (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Transition: A child moving from one group or room to another or to a new educational setting.</p> <p>Transition plan: A document that outlines what steps will be taken to prepare a child and family for a new group or setting.</p>	<p>Provide clear communication through the program's parent handbook on how and when transitions occur and how best to support the child.</p> <p>Provide families with activities to help their children transition successfully. This will not only help the child, but also strengthen the family's connection to the program and increase their involvement in their child's learning.</p> <p>Be flexible with the transition plan, based on the child's needs. Staff should observe how well the child is adapting and modify the transition plan with input from the family, if necessary.</p> <p>Communicate with families and staff prior to the transition and schedule a meeting or tour of the new classroom, with teachers present if possible.</p> <p>Provide the schedule and classroom activities to the family prior to the transition.</p>	<p>Can my transition plan be the same for all children? (3 star and above)</p> <ul style="list-style-type: none"> • No. The base plan may be the same, but it should be individualized based on each child's needs, temperaments and personality. It should also take parent preferences into consideration. <p>How do I transition children that do not give notice prior to leaving the program?</p> <ul style="list-style-type: none"> • If a child leaves the program without notice, the program is not expected to provide a transition out of the program. <p>Do transitions apply to family child care settings?</p> <ul style="list-style-type: none"> • Yes. Transitions into and out of the program apply to all settings. Transitions within a program apply to family child care only when the program has more than one group within the program. <p>How do transitions apply to school-age children?</p> <ul style="list-style-type: none"> • Transitions for school-age children are required in the same manner as all other children. <p>How do transitions apply to programs that close for the summer?</p> <ul style="list-style-type: none"> • Programs that do not operate all year should have a transition plan each year for children who are not planning to return the following year. If children do not transition between groups during the year, there would be no transition during the year.

Communication (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Two-way communication: When both the program and family share information.</p>	<p>Family Information Form</p> <ul style="list-style-type: none"> • Obtain a completed family information form for each enrolled child. The form should include the family structure and routines that are important to the child. • For programs that operate all year, select one date each year when family information forms are updated. Each family should update forms at this time to ensure that no child goes more than a year without an update. • Programs that do not operate during the summer can have all families complete a new family information form each year at the time of enrollment. • Use sample form JFS 01511 “Family Information Form” to meet the requirements. <p>Communication Methods (2 star and above)</p> <ul style="list-style-type: none"> • Give families information about resources and community services in the program’s parent handbook, on its Facebook page and on the program website. Please note: You must have written parent permission before posting photos of children or information about them. • Inform families about all the ways communication is distributed so they can identify the best way to exchange communication. • Programs may meet this requirement with parent-teacher conferences, electronic notification systems or daily information sheets. At least one of these methods must promote two-way communication. 	<p>What if a program offers parent-teacher conferences as a two-way communication and parents decline?</p> <ul style="list-style-type: none"> • The program would meet the requirement by offering the conferences. The program may wish to obtain a parent’s signature when families decline.

Child Educational and Developmental Goals (3 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>Developmentally Appropriate Practice (DAP): “An approach to teaching grounded in research on how young children develop and learn and in what is known about effective early education.” (National Association for the Education of Young Children)</p>	<p>Use sample form JFS 01514 “Developmental and Educational Goals Form” to meet the requirements.</p> <p>All children enrolled must have developmental goals. If child-related goals are included in an IEP or IFSP, they may be used to meet this standard.</p> <p>Meet with the family multiple times throughout the year to review any family changes and educational goals.</p> <p>If the program serves only school-age children, it must submit a statement that these requirements do not apply.</p>	<p>When is it best to complete the goals with the parents?</p> <ul style="list-style-type: none"> Goals should be completed after the first developmental screening so that the results may be used to create the goals. <p>How many goals should be created?</p> <ul style="list-style-type: none"> At least two. <p>Is this something that should be created for all children?</p> <ul style="list-style-type: none"> Yes. All children enrolled must have developmental goals. If child-related goals are included in an IEP or IFSP, they may be used to meet this standard.

Health Screening (2 Star and Above)

Key Terms	Tips	Frequently Asked Questions
<p>Health Screening: A medical evaluation to identify potential health issues.</p> <p>Comprehensive Health Screening: A medical evaluation that includes checks of blood lead and hemoglobin levels, as well as vision, dental, height, weight and hearing.</p>	<p>If a program chooses to provide health screenings, they should be completed at the time of enrollment.</p> <p>If a program chooses not to provide health screenings, it may wish to give families a list of community resources that provide them.</p> <p>Give families a list of websites that have comprehensive, reliable health information, such as cdc.gov or KidsHealth.org.</p> <p>Work with local organizations to offer health screenings at the program.</p> <p>Partner with an organization to host a health fair.</p>	<p>Does the program have to offer to do the screenings?</p> <ul style="list-style-type: none"> No. The program is required only to provide information and resources. <p>Does the program have to make the families complete health screenings?</p> <ul style="list-style-type: none"> No. The program is not required to track screenings that were completed. <p>Will my rating be impacted if a family doesn’t complete the medical screening?</p> <ul style="list-style-type: none"> No. The program is responsible only for providing information, not for whether families choose to participate.

Community Engagement / Parent Resources (All Ratings)

Key Terms	Tips	Frequently Asked Questions
<p>Family Engagement Model: A planned, ongoing partnership between families and programs.</p> <p>Educational Training: An event organized by a program to teach families about children’s learning and development.</p> <p>Community Resource: Any organization or service available to support families and/ or children.</p> <p>Community Partner: A local, state, national, international, public, community-based, public or private organization that works with the program.</p>	<p>Give families information about “211,” a free, confidential phone number that can connect them to local health and human services 24 hours a day, seven days a week. Families can call the number for referrals to local food pantries, employment and training services, support groups, resources for aging parents, addiction services, or many other services.</p> <p>Make sure all engagement/ educational activities address all age groups. (2 star and above)</p> <p>Host a celebration that involves community members and families to showcase accomplishments. (2 star and above)</p> <p>Research topics and presenters that may interest families or meet a program need. (3 star and above)</p> <p>Use sample form JFS 01515 “Community Partner Agreement” to meet the requirements. (4 and 5 star)</p>	<p>What kind of resources should be provided to families?</p> <ul style="list-style-type: none"> Any resources that are available and that may benefit families. Examples may include physicians, food pantries, public service agencies, parent education classes, GED courses, etc. <p>How many people have to attend to get credit? (2 star and above)</p> <ul style="list-style-type: none"> At least one family must attend an event to receive credit. <p>Can Positive Behavioral Interventions and Supports (PBIS) programs be a family engagement activity or educational workshop? (3 star and above)</p> <ul style="list-style-type: none"> Yes, PBIS is considered an educational workshop. <p>How many community partners must the program have on file? (4 and 5 star)</p> <ul style="list-style-type: none"> At least two. <p>What should my family engagement model include? (4 and 5 star)</p> <ul style="list-style-type: none"> The role of the program—for example, to model positive adult-child interactions. The model’s goals—for example, to strengthen parenting skills. The model’s planning strategies—for example, setting goals for family interactions for the next year. The program’s administrative practices—for example, how it communicates and interacts with families. Professional development the program offers—for example, trainings that educate staff about interacting and communicating with families. <p>What questions should I consider when developing a family engagement model? (4 and 5 star)</p> <ul style="list-style-type: none"> What is the program’s philosophy, particularly when it comes to engaging and supporting families? <ul style="list-style-type: none"> Does that philosophy take into consideration families’ diverse structures and cultures? What process or strategies does the program use to facilitate relationships with and within families, support the strengthening of parenting skills, value the role of families, and provide connections to resources for families? <ul style="list-style-type: none"> The model should include a plan for engaging families over time; it should not be just a list of recent activities or activities planned for the next year. How does the program develop goals for family engagement? What type of planning, administrative and professional development supports does the program use to make sure goals are implemented? How does the program measure its progress toward achieving goals? <ul style="list-style-type: none"> Are the goals measurable? What observations were made during a family engagement activity? What were participants’ responses to the activity? Has there been progress over time? How interested are families in engagement? How does the program gather feedback from parents and staff on family engagement activities?

SUTQ Required Program Goals

SUTQ Required Goals for Programs			
Goals	Brief Description	Rating	Frequency
Professional Development Plan	A document used to identify professional development goals for administrators, lead and assistant teachers, and family child care home providers.	1 star and above	Annually
Continuous Improvement Plan	A document used to identify goals and action steps for the program based on the program self-assessment.	2 star and above	Annually
Classroom Goals	A document used to identify goals and action steps based on the classroom self-assessment.	3 star and above	Annually
Child Educational and Developmental Goals	A document used to identify goals based on the child's screening results and informal and formal assessments.	3 star and above	Annually

SUTQ Screenings and Assessments

Screening	Brief Description	Rating	Frequency
Comprehensive Developmental Screening	Evaluation of child development compared to developmental norms.	1 star and above	Annually
Health Screening	Medical evaluation to identify potential health issues; written information must be provided to families about health screenings offered at the program or in the community.	2 star and above	Annually
Assessment	Brief Description	Rating	Frequency
State-Required Assessment: Early Learning Assessment (ELA)	Formal child assessment required for preschool-age children.	3 star and above	The required timeline can be found here .
Informal Assessment	An assessment in which program staff and sometimes parents provide evidence of a child's progress; may include pictures, work products or anecdotal notes.	3 star and above	Ongoing
Formal Assessment	An assessment in which staff use the informal assessment materials to complete a standardized assessment tool.	3 star and above	Determined by the publisher of the tool selected by the program.
Ongoing Child Assessment	A continuous cycle of formal and informal child assessment.	3 star and above	Ongoing
Classroom Self-Assessment (For Family Child Care Home Providers, this is an Environment Self-Assessment)	An assessment of staff-child interactions and the program environment.	2 star and above	Annually
Program Self-Assessment	An assessment of the program's administrative practices.	1 star and above	Annually

Document Checklist for 1 Star

Document to be submitted with Registration	Sample or Prescribed Form	Reference Page
Domain: Learning and Development		
JFS 01508 "Action Plan for Selecting a Curriculum"	Prescribed	7
Domain: Administrative and Leadership Practices		
Description of Professional Development Planning Process	None	19
Written Wage Structure (Not required for Family Child Care Home Providers)	None	26
Domain: Family and Community Partnerships		
Community Resources Information	None	27
Transition Information	None	26

Document Checklist for 2 Stars

Document to be submitted with Registration	Sample or Prescribed Form	Reference Page
Domain: Learning and Development		
JFS 01590 "Curriculum Standards Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality Programs" JFS 01591 "Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for Step Up To Quality Programs" JFS 01593 "Curriculum Standards Assessment Alignment Tool: School Age for Step Up To Quality Programs"	Prescribed by age group	7
Domain: Administrative and Leadership Practices		
Description of Professional Development Planning Process	None	19
Description of Staff Supports (Not required for Family Child Care Home Providers)	None	18
JFS 01509 "Continuous Improvement Plan"	Prescribed	17
Written Wage Structure (Not required for Family Child Care Home Providers)	None	18
Domain: Family and Community Partnerships		
Community Resources Information	None	27
Family Engagement Activities	None	29
Health and Child Development Information	None	29
Records Transfer Policy	None	25
Sample Transition Activities	None	26
Transition Information	None	26

Document Checklist for 3 Stars

Document to be submitted with Registration	Sample or Prescribed Form	Reference Page
Domain: Learning and Development		
JFS 01519 "Child Assessment Process for SUTQ Programs"	Sample	11
JFS 01590 "Curriculum Standards Assessment Alignment Tool: Infants and Toddlers for SUTQ Programs" JFS 01591 "Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for SUTQ Programs" JFS 01593 "Curriculum Standards Assessment Alignment Tool: School Age for SUTQ Programs"	Prescribed by age group	7
Developmental Screening Referral Process	None	10
Domain: Administrative and Leadership Practices		
Description of Professional Development Planning Process	None	19
Description of Staff Supports (Not required for Family Child Care Home Providers)	None	18
JFS 01509 "Continuous Improvement Plan"	Prescribed	17
Written Wage Structure (Not required for Family Child Care Home Providers)	None	18
Domain: Family and Community Partnerships		
Community Resources Information	None	27
Family Education Information	None	29
Family Engagement Activities	None	29
Health and Child Development Information	None	29
Health Referral Process	None	28
Health Screening Process	None	28
Records Transfer Policy	None	25
Sample Transition Activities	None	26
Transition Information	None	26
Transition Meeting Process	None	26

Document Checklist for 4 and 5 Stars*

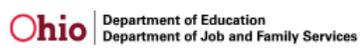
Document to be submitted with Registration		Sample or Prescribed Form	Reference Page
Domain: Learning and Development			
	JFS 01588 "Process to Use Child Assessment Results for Step Up To Quality (SUTQ)"	Sample	11
Domain: Administrative and Leadership Practices			
	Annual Survey Process	None	17
Domain: Family and Community Partnerships			
	JFS 01515 "Community Partners Agreement for Step Up To Quality (SUTQ)"	Sample	29
	Family Engagement Model	None	29
	Parent Group Information	None	27
	Program Transition Policies	None	26
Accreditation			
	Accreditation Certificate	None	15

* Note: Programs seeking a four- or five-star rating must submit the documentation required for three-star ratings, in addition to the documents listed above.

Annual Report Document Checklist for 3-Plus Stars*

Document to be submitted with Registration	Sample or Prescribed Form	Reference Page
Domain: Learning and Development		
JFS 01519 "Child Assessment Process for Step Up To Quality"	Sample	11
JFS 01516 "Classroom Self-Assessment Tool Summary: One Through Five Star Rating for Step Up To Quality"	Sample	12
JFS 01590 "Curriculum Standards Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality Programs" JFS 01591 "Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for Step Up To Quality" JFS 01593 "Curriculum Standards Assessment Alignment Tool: School Age for Step Up To Quality Programs"	Prescribed by age group	7
JFS 01517 "Developmental Screening Tool Summary for Step Up to Quality"	Sample	10
Domain: Administrative and Leadership Practices		
JFS 01509 "Continuous Improvement Plan"	Prescribed	17
Description of Professional Development Planning Process	None	19
Professional Development Plan Annual Summary	None	19
JFS 01522 "Teacher Observation Summary for Step Up to Quality"	Sample	13
Domain: Staff Qualifications and Professional Development		
Administrator Updates (Not required for Family Child Care Home Providers)	None	20-23
Assistant Teacher Updates (Not required for Family Child Care Home Providers)	None	20-23
Lead Teacher Updates	None	20-23
Professional Development Tracker (ODE Programs Only)	None	20-23
Domain: Family and Community Partnerships		
Family Education Information	None	24-29
Family Engagement Activities	None	24-29
Accreditation		
Accreditation Certificate	None	15

* Note: Annual Report document requirements are automatically generated and may not be the same for all programs.



John R. Kasich, Governor, State of Ohio

Cynthia C. Dungey, Director
Ohio Department of Job and Family Services

JFS 01597 (5/2017)

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