



# Four and Five-Star Requirement Summary

Step Up To Quality (SUTQ) is a five-star quality rating and improvement system that recognizes and promotes early learning and development programs that exceed minimum health and safety licensing regulations. Any child care program wishing to provide publicly funded child care must be a star-rated program or meet and exemption.

This summary can help you determine whether your program meets the requirements for a four- or five-star rating. For more information, visit [boldbeginning.ohio.gov](http://boldbeginning.ohio.gov). You can work with your local resource and referral agency or Ohio Department Education (ODE) SUTQ Team to get the training and assistance you need to meet the three-star standards. Find your local agency at [occrra.org](http://occrra.org).

**Note:** If a prescribed form is listed in the standard, then it must be used. If a sample form is listed in the standard, programs are encouraged, but not required, to use this sample form. Sample Technical Assistance (TA) forms can be used by the program to better understand a standard and/or show implementation of a standard that requires documentation on file for review. This documentation can be something the program has available or a sample TA form.

To receive a four or five-star rating, you must first meet all items in sections I through X. Then you may select from the items in the “Extra Points” section to earn enough points for four or five stars.

## Center Programs

- 4 stars: 35-55 points
- 5 stars: 56-79 points

## Family Child Care (FCC)

- 4 stars: 30-45 points
- 5 stars: 46-64 points

## I. Eligibility to Register (Initial Registrations only)

### 1. Meet all the following criteria

- Active early learning and development program licensed by ODJFS or ODE
- Operates during traditional hours (5101:2-16-10)
- Not have an active enforcement case
- Children are enrolled and attending the program

- If licensed by ODJFS, not have an accumulation of 24 moderate risk non-compliance (MRNC) **and/or** serious risk non-compliance (SRNC) points within the previous 12 months. If licensed by ODE, then not have a six-point SNRC within the previous 12 months, or from the most recent inspection, if an inspection has not been completed in the last 12 months

## II. Ohio Professional Registry (OPR)

### 1. Ensure every lead and assistant teacher, administrator, and family child care owner has a profile in the OPR\*

- Submit education verification to the OPR for all lead and assistant teachers, administrators, and family child care owners\*

- Ensure education and professional development (PD) are verified in the OPR; only verified items will be considered for a rating
- Ensure staff roles, schedules and hire dates are accurate in the OPR

### 2. Link profiles to program within the OPR\*

\* Assistance for the above activities may be found at <https://occrra.org/ohio-professional-registry/create-account-resources/>

## III. Staff Requirements

### 1. Ensure staff meet education requirements

#### Center Administrator

Meets one of the following:

- Associate Degree (AA) or higher in an approved related field
- Career Pathways Level (CPL) 3

#### Center Lead Teachers

50% of teacher meet one the following:

- AA or higher in an approved related field
- CPL 3

#### FCC Owner

Must meet one of the following:

- AA or higher in an approved related field
- CPL 2



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- School-Age (SA) Administrator Professional Endorsement (if serving only school-age children)  
*\*Administrator meeting on-site hours is the only one required to meet education.*

- SA Lead Teacher Professional Endorsement (in a school-age only group)

- SA Professional Administrator Endorsement (if serving-only school age children)

- Lead Teacher (if not FCC owner)**  
Must meet one of the following
- AA or higher in approved related field
  - CPL 2
  - SA Lead Teacher Professional Endorsement (if serving only school-age children)

## 2. Ensure staff meet minimum instruction time.

- Lead teachers are in the classroom interacting with children for at least 3½ hours daily, not including nap or rest times, for at least half the days of each week the program operates. (For example, the lead teacher is in the classroom from 8:30 a.m. to noon daily.)
- The assistant or co-lead teacher must meet this requirement on other days. (For example, the lead teacher works Monday-Thursday, and the assistant covers the requirement each Friday.)
- This requirement may be shared with no more than two regularly scheduled staff.
- If a program, or group within a program, operates less than 3½ hours daily, the lead teacher must be present for the entire day.
- School-age programs must have a lead teacher for the duration of either a total of 3½ hours or the complete before or after-school session. On non-school days, the program must meet the 3½-hour requirement as stated above.

## 3. Ensure staff meet PD certificate requirements

These are not required to be met for initial registrations. After the initial registration, they must be completed prior to the end of the current biennium to remain rated.

- Two required courses must be taken within 30 days of hire, if not previously completed. Both courses are offered online only, for free, through the OPR. These courses count toward PD hours required for the PD Certificate. The required courses are as follows:
  - Ohio's Approach to Quality**
  - Ohio's Overview of Child Development**  
*Alternative: Any post-secondary child development course completed with a grade C or better or a passing grade from a pass/fail course within the previous six years. Documentation of the course must be submitted to the OPR no later than 60 days prior to the end of the biennium.*
- Ohio Approved PD hour requirements.

Quarter	Year One		Year Two	
	Quarter One (July 1–Dec. 31)	Quarter Two (Jan. 1–June 30)	Quarter Three (July 1–Dec. 31)	Quarter Four (Jan. 1–June 30)
Required hours	20 hours required	15 hours required	10 hours required	5 hours required
	Staff employed in quarter one are required to complete the full 20 credit hours by the end of year two.	Staff employed in quarter two are required to complete 15 of 20 credit hours by the end of year two.	Staff employed in quarter three are required to complete 10 of 20 credit hours by the end of year two.	Staff employed in quarter four are required to complete 5 of 20 credit hours by the end of year two. *
Staff counting toward 25+ hours	Staff employed in quarter one are required to complete the full 25 credit hours by the end of year two.	Staff employed in quarter two are required to complete 20 of 25 credit hours by the end of year two.	Staff employed in quarter three are required to complete 15 of 25 credit hours by the end of year two.	Staff employed in quarter four are required to complete 10 of 25 credit hours by the end of year two. *



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<b>Staff counting toward 30+ hours</b>	Staff employed in quarter one are required to complete the full 30 credit hours by the end of year two.	Staff employed in quarter two are required to complete 25 of 30 credit hours by the end of year two.	Staff employed in quarter three are required to complete 20 of 30 credit hours by the end of year two.	Staff employed in quarter four are required to complete 15 of 30 credit hours by the end of year two. *
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*\*Exceptions: Staff employed within the month of June, quarter four, are not required to begin their certificate hours (except for the required classes) and will begin the full 20 certificate hours July 1, quarter one, of the next biennium.*

### Education Extra Points: Only one-point value will be awarded for each position.

	Points	
<b>Center Program Administrator(s)</b>	5	<input type="checkbox"/> Master's degree in an approved related field or bachelor's degree (BA) with a CPL 5, or a BA in an approved related field with an Administrator Credential Level (ACL) 3
	4	<input type="checkbox"/> BA in an approved related field with an administrator license
	3	<input type="checkbox"/> BA in an approved related field, or CPL 4, or AA in an approved related field with a CPL 3
	2	<input type="checkbox"/> AA in an approved related field with an ACL 3
<b>Center Program Lead Teacher(s)</b>	5	<input type="checkbox"/> 100 % have a BA in an approved related field or a CPL 4
	4	<input type="checkbox"/> 50% have a BA in an approved related field or a CPL 4, and the other 50% have a minimum of an AA in an approved related field or a CPL 3 or a School-Age Lead Teacher Professional Endorsement (counts if school-age only group)
	3	<input type="checkbox"/> 100% have an AA in an approved related field or a CPL 3 or a School-Age Lead Teacher Professional Endorsement (counts if school-age only group)
<b>Center Program Assistant Teacher(s)</b>	4	<input type="checkbox"/> 100% have a CDA or CPL2 or a School-Age Assistant Teacher Professional Endorsement (counts only if school-age only group)
	3	<input type="checkbox"/> 50% have an AA in an approved related field
	2	<input type="checkbox"/> 75% have a CDA or CPL 2 or a School-Age Assistant Teacher Professional Endorsement (counts only if school-age only group)
	1	<input type="checkbox"/> 50% have a CDA or CPL 2 or a School-Age Assistance Teacher Professional Endorsement (counts only if school-age only group)
<b>FCC Program Owner(s)</b>	5	<input type="checkbox"/> Master's degree in an approved related field or a CPL 5
	4	<input type="checkbox"/> BA in an approved related field or a CPL 4
	3	<input type="checkbox"/> CPL 3
	2	<input type="checkbox"/> AA degree in an approved related field with an ACL 3
<b>FCC Lead Teacher(s) *if not the program owner</b>	5	<input type="checkbox"/> 100% have a BA in an approved related field or a CPL 4
	4	<input type="checkbox"/> 100% have an AA in an approved related field or a CPL 3 or a School-Age Lead Teacher Professional Endorsement (if in school-age only group)



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- |   |   |
|---|---|
| 3 | <input type="checkbox"/> 100% have a CDA or a CPL 2 or a School-Age Lead Teacher Professional Endorsement (if in school-age only group)                               |
| 3 | <input type="checkbox"/> 50% have a BA in an approved related field or a CPL 4  |
| 2 | <input type="checkbox"/> 50% have an AA in an approved related field or a CPL 3 or a School-Age Lead Teacher Professional Endorsement (if in a school-age only group) |
| 1 | <input type="checkbox"/> 50% of teachers have a CDA or a CPL 2 or a School-Age Lead Teacher Professional Endorsement (if school-age only group)                       |

**Professional Development Extra Points: Only one-point value may be earned for professional development.**

- |   |   |
|---|---|
| 3 | <input type="checkbox"/> 100% of administrator, lead and assistant teachers, and family child care program owners (and FCC staff, if applicable) have obtained a Tier 3 of approved professional development in the current or previous each biennium |
| 2 | <input type="checkbox"/> 100% of administrator, lead and assistance teachers, and family child care program owners (and FCC staff, if applicable) have obtained a Tier 2 of approved professional development within the current or previous biennium |
| 2 | <input type="checkbox"/> 50% of administrator, lead and assistant teachers have obtained a Tier 3 of approved professional development in the current or previous biennium  |
| 1 | <input type="checkbox"/> 50% of administrator, lead and assistant teachers have obtained a Tier 2 of approved professional development in the current or previous biennium  |

### IV. Prepare Documentation to Upload with Registration and Save Electronically or Scan

#### 1. Curriculum Alignment Tool for infant, toddler, and preschool groups served

- JFS 01590 "Curriculum Standards Assessment Alignment Tool: Infants, Toddlers, and Preschoolers for Step Up To Quality (SUTQ)"
- Or
- Publisher's Alignment Tool for each age group(s) served

#### 2. JFS 01509 "Continuous Improvement Plan (CIP) for Step Up To Quality (SUTQ)"

- Completed annually
- Minimum of two goals and at least two action steps
- Evaluated and revised as needed, includes staff and family input

#### 3. Written Transition Policies and Procedures

- Strategies for supporting both children and families
  - For programs, must contain information for children transitioning into, within and out of the program
  - For FCC, must contain information for children transitioning into and out of the program
  - Strategies must be developmentally appropriate for the age group
- Sample Form JFS 01381 "Program Transition Policies for Four to Five-Star Ratings for Step Up To Quality (SUTQ)" may be used to meet this requirement

## V. Documentation to Prepare for Onsite

### 1. Developmental Screening

(Does not apply to school-age only)

- Documentation of trained staff
- Name of the tool
- Documentation that the tool is comprehensive and developmentally appropriate for the age groups served
- Tools must address the following domains:
  - Language
  - Cognitive
  - Motor
  - Social and Emotional
  - Behavioral

### 2. Developmental Screening Referral

(Does not apply to school-age)

- Results are formally communicated with families
- Referrals are made within 90 days
- Written documentation of referrals is maintained by the program

Sample JFS 01378 "Developmental Screening Referral Process for Three to Five-Star Ratings for Step Up to Quality (SUTQ)" may be used to meet this requirement

### 3. Wage Structure (Centers only)

- Written structure used to determine compensation for staff.
- Must address full and part time staff
- Must have criteria

### 4. Community Resources

- Examples of at least two resources and community services provided to families to support the family and the development of their children

### 5. Family Engagement Opportunities

- At least one opportunity annually offered to all families
- Documentation includes:
  - Description of activity
  - To whom it was offered
  - Date

### 6. Transition Meeting Process

- A written process describing transition meetings

### 7. Written information given to families on transitioning

- For programs, must contain information for children transitioning into, within and out of the program
- For FCC, must contain information for children transitioning into and out of the program

### 10. Information on health and child development topics provided to families

Documentation provided to families must include:

- At least one health topic
- At least one child development topic
- Applicable to all age groups served
- Shared annually with families

### 11. Self-Assessment Tool

- Classroom self-assessment tool for centers
- Family Child Care Environmental Rating Scale (FCCERS-R) or approved self-assessment tools for family child care

### 12. Staff Supports (not required for FCC)

- At least two approved supports:
  - A total of five days of paid leave (sick, vacation and/or personal)
  - Health benefits
  - Retirement
  - Discount on child care
  - Tuition reimbursement
  - T.E.A.C.H. Early Childhood® Ohio
  - Paid professional membership
  - Flexible spending account
  - Life insurance
  - Five paid holidays
  - One hour of paid planning time weekly

### 13. Family Education Information

- The program organizes at least one of the following annually for each age group served:
  - Educational training
  - Educational workshop
  - Educational event
- Documentation includes:
  - Date
  - Topic addressed
  - Type of activity
- May not be the same as the family engagement activity

### 14. Ongoing Child Assessment Process

A description of the process that includes:

- Formal assessments are completed at least twice annually
- Identification of the standardized tool(s) used for formal assessments, not applicable to SA children
- Methods in which child observations are conducted and recorded



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Sample Technical Assistance Form JFS 01363, "Written Transition Information for One to Five-Star Ratings for Step Up To Quality" may be used to meet this requirement

### 8. Transition Activities

Documentation on age-appropriate activities to prepare children to transition to a new classroom or educational setting

- Age group
- Description of activity
- Purpose of activity
- Must have activities for each age group the program serves

Sample Technical Assistance Form JFS 01368 "Sample Transition Activities For Two To Five-stars Ratings For Step Up To Quality (SUTQ)" may be used to meet this requirement

### 9. Written records transfer request policy

- Procedure for obtaining written family consent
- Written consent shall include:
  - Child's name
  - Name of the new setting
  - Statement indicating the family would like the records released, including which records are to be transferred
  - Parent/guardian signature
  - Date of signature

Sample Technical Assistance Form JFS 01369 "Records Transfer Policy/Request For Two to Five-Star Ratings For Step Up To Quality (SUTQ)" may be used to meet this requirement

- Identification of supporting evidence and the methods used to collect supporting evidence
- Sample Technical Assistance Form JFS 01519 "Child Assessment Process for SUTQ" may be used to meet this requirement

### 15. Health Screening Policy

A written health screening policy that includes how the program:

- Ensure children have received comprehensive health screenings
- Or
- How the program is informing parents of the importance of health screenings and
  - Referrals communicated to families regarding community resources to obtain health screenings
- The health screening must include:
  - Vision
  - Dental health
  - Height
  - Weight
  - Hearing
  - Blood lead and hemoglobin levels

Sample Technical Assistance Form JFS 01379 "Health Screening Process For 3-5 Stars" may be used to meet this requirement

### 16. Early Learning and Development Standards (ELDS)

- Available and can access in each classroom or at FCC home

The ELDS can be located at: [Guidance and Implementation | BOLD Beginning! \(ohio.gov\)](#)

## VI. Ongoing Documentation Requirements for Onsite

### 1. Developmental Screening Instrument Summary

(Does not apply to school-age only)

- Documentation of trained staff
- Name of the tool
- Documentation that the tool is comprehensive and developmentally appropriate for the age groups served
- Tools must address the following domains:
  - Language
  - Cognitive
  - Motor
  - Social and Emotional
  - Behavioral
- Must be completed for each child within 60 days of entry to the program and annually
- Necessary referrals are made within 90 days, and results are formally communicated with families

### 7. Classroom Self-Assessment Action Plan

- Using the results of the classroom self-assessment, the lead teachers should identify an area of improvement and develop an annual action plan. At a minimum, it should include:
  - Teacher's name
  - Group
  - Date completed
  - Name of tool used
  - Goal
  - Action steps for achieving the goal
  - Timeframe for completing the goal

Sample Form JFS 01518 "Classroom Self-Assessment Action Plan For Step Up To Quality (SUTQ)" may be used to meet this requirement

### 8. Teacher Observation

- All lead and assistant teachers



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## 2. Plan of Activities including:

- Current, written, and dated plan for all hours of instruction time
  - Teacher's name
  - Name of the group or child
  - Time frame the plan covers
  - Daily activities to support children's development and learning for all hours of instructional time
- Sample Technical Assistance Form JFS 01513, "Activity Plan for SUTQ"
- And/or
- Sample Technical Assistance Form JFS 01592 "Individual Child Plan for Step Up To Quality" may be used to meet this requirement

## 3. Developmental and Educational Goals

- The program and parent(s) work together to create:
- Two written developmental and educational goals
  - Completed within sixty days of enrollment and updated annually
  - Written documentation shall include:
    - Name of the child
    - Developmental and/or educational goals
    - Parent/guardian signature
    - Date of completion
  - Documentation of Family's opportunity to develop the goals
- Sample Form JFS 01514 "Developmental and Educational Goals for Step Up to Quality (SUTQ)" may be used to meet this requirement

## 4. Individualized Transition Plan

- The plan includes:
- The name of the staff member completing the plan
  - The child's name
  - The parent/guardian signature
  - Date of development
  - Opportunities for family input
  - Strategies to support the individualized needs of the child
- Sample Form JFS 01373 "Transition Plan for Three to Five-Star Rating for Step Up To Quality (SUTQ)" may be used to meet the requirement

## 5. Child Assessments

- Formal and informal methods, informal only for school-age programs
- Completed tools (ELA as directed by ODE)
- Evidence of results shared with families

## 6. Classroom Self-Assessment

- Developmentally appropriate to the age groups served
- Addresses quality of the classroom environment and staff/child interactions
- Completed tools

- Completed by administrator or designee for programs or the FCC owner for FCC
  - Within 30 days of hire and at least annually
  - Must include:
    - Name of staff
    - Date observation was completed
  - FCC owners must complete the Ohio Administrator Core Knowledge and Competencies (CKC) Self-Assessment
- Sample Form JFS 01521 "Teacher Observation For Step Up To Quality (SUTQ)" may be used to meet this requirement

## 9. Professional Development Plan

- Completed within 30 days of hire at least annually thereafter
- Must be a written, individualized plan
- Plan must contain the following information:
  - Name
  - Date of hire
  - Position
  - Staff signature
  - Date of completion/update
- Ongoing training and professional development needs related to meeting the performance goals indicated on the PD plan
- Includes written documentation that demonstrates observations were used to develop the individual's performance goals

## 10. Ongoing Child Assessment Process

- A description of the process that includes:
    - Formal assessments are completed at least twice annually
    - Identification of the standardized tool(s) used for formal assessments, not applicable to SA children
    - Methods in which child observations are conducted and recorded
    - Identification of supporting evidence and the methods used to collect supporting evidence
- Sample Technical Assistance Form JFS 01519 "Child Assessment Process for Step Up To Quality (SUTQ)" may be used to meet this requirement

## 11. Program Self-Assessment Tool

- Annually completed, scored, and dated
- Addresses the following program elements:
  - Human resource leadership and development
  - Family and community partnerships
  - Program development and evaluation
  - Business and operations management



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## VII. Registration

1. Answer registration questions within the Ohio Child Licensing and Quality System (OCLQS).
2. Upload required documentation – see section IV.
3. Submit registration by entering your name and clicking “submit” in OCLQS.
4. Confirm desired rating within OCLQS. If you cannot confirm your desired rating, please review your answers to ensure they are appropriate. The program will not be rated for a rating higher than the confirmed rating.

## VIII. After Registration

1. Ensure every lead teacher, assistant teacher, administrator, and/or family child care owner is accurate in the OPR with current role, assigned group and schedule
2. Resubmit documentation returned for revision, if applicable.

## IX. During Onsite

### 1. Program Documentation

- Access to curriculum
- Written Wage Structure (centers only)
- Staff Supports
- Written information to families on transitioning children
- Program self-assessment tool
- Input from staff and families used for Continuous Improvement Plan
- Evidence of communication with families
  - Different modes of communication
  - At least one promotes two-way communication
  - Examples of one health topic and one child development topic provided to families
  - Example(s) of family engagement opportunities

### 2. Classroom Documentation

- Written, dated plan of activities, or sample technical assistance form(s)
- Early Learning and Development Standards (ELDS)
- Classroom self-assessment tool for centers; the FCCERS-R or approved self-assessment tools for family child care
- Classroom Action Plan

### 3. Child Documentation

- Completed formal and informal assessments
- Completed developmental screenings
- Evidence of sharing informal and formal assessment results with families
- Child records transferred
- Individualized transition plans
- Child developmental and educational goals

### 4. Staff Documentation

- Professional Development Plan
- Teacher Observation

### 5. Observation

- Ohio Classroom Observation Tool (OCOT)

### 6. Interview

- Lead teachers can describe the curriculum and explain how they implement the curriculum
- Lead teachers can describe their activity planning process
- Lead teachers can describe the selected assessment tool and explain the assessment process



## X. After Onsite

If your program is unable to meet the standards at the time of the visit, your program may be awarded a deferral. If a deferral is awarded, ensure that the documentation requested is submitted timely.

## XI. After Rating Awarded

A program's SUTQ rating will be continuous from their rating effective date when the program continues to meet the SUTQ standards. Programs wishing to change their star rating must submit an ongoing rating registration.

### Sub-Domain Points

Points	Standard	Requirements
5	Curriculum & Planning CP3 – <b>intentional &amp; purposeful activities &amp; experiences</b>	Written documentation of examples of the strategies used in development and implementation. Share any written documentation, work samples, collections, or evidence. Lead Teachers describe and give examples of how they consider individual child needs, interests, and abilities during the planning process.
3	CP 4 – <b>active engagement through exploration and learning</b>	Written documentation and Lead Teachers describe examples of methods used to create a variety of types of daily experiences.
5	Child Screening & Assessment CSA 5 – <b>ongoing results used for instructional decisions and evaluate child progress</b>	Written description of how the program applies the ongoing child assessment results in the documentation for the following areas: <ul style="list-style-type: none"> <li>Process used to analyze and interpret results both at the individual child and group level</li> <li>How the program monitors individual child progress and used the results to inform and modify, including sharing results with families</li> <li>Intentional strategies used to inform instruction for individual children, as well as the group</li> </ul> Explain methods for analyzing and interpreting assessment data and how they modify their instructional strategies to meet the needs, interests, and emerging abilities of individual children as well as the group.
4	CSA 6 – <b>two ways assessment process is communicated to families</b>	Written samples of the process used with families to: <ul style="list-style-type: none"> <li>Understand child assessment process and how data is collected</li> <li>Review and contribute to education plan of their child</li> <li>Share child's progress toward educational goals</li> </ul> Lead Teachers describe and provide written samples of the process used with families to help them understand the assessment, data collected, and how families review and contribute to the education plan of their child.
4	Interaction and Environment IE 4 – <b>progress on action steps and goals</b>	Maintain documentation of progress they have made on completing action steps towards achieving goal(s) identified in the classroom self-assessment, or for family child care providers, the FCCERS-R.
3	Staff Supports SS 2 – <b>offers three of the approved SS (does not apply to FCC)</b>	Submit and maintain written documentation which includes available supports, who is eligible to receive the SS, and the program's formal communication of the available SS to employees. Approved staff supports: <ul style="list-style-type: none"> <li>Total of five days of paid leave</li> <li>Health benefits</li> <li>Retirement</li> <li>Discounted 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> </ul>



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		<ul style="list-style-type: none"> <li>Life insurance</li> <li>Five paid holidays</li> <li>One hour of paid planning time weekly</li> </ul>
3	Program Administration PA 3 – <b>strategies to engage community partners</b>	Complete and submit all optional sections of the JFS 01509 “Continuous Improvement Plan for Step Up To Quality (SUTQ)” to obtain points towards a four or five-star rating.
3	PA 4 – <b>annual survey or meeting with families and community partners</b>	Program conducts an annual survey or meeting with families and community partners to review accomplishments of the program goals. A sample copy of the survey or meeting minutes, a summary of the results, and the number of families and community partners that participated shall be maintained in writing and available for review.
4	Staff Management SM 4 – <b>formal observations, and for FCC the owner’s self-assessment, used to inform CIP</b>	Complete and submit all required sections of the JFS 01509 “Continuous Improvement Plan for Step Up To Quality (SUTQ)” in order to obtain points towards a four or five-star rating.
3	SM 5 – (Centers) <b>classroom self-assessments used for individual professional development plans</b>	The document describing the process for professional development plans include how the results of the annual classroom self-assessments were used to inform the goals on individual professional development plans.
2	SM 5 (FCC) and SM 6 (Centers) – <b>two formal observations</b>	Formal observations for all lead and assistant teachers shall be completed by the administrator or designee or FCC Owner within 30 days of hire and updated at least annually. Documentation of the formal observations shall include the staff member’s name, position, and the date the observation was completed. The two observations shall be at least 90 days apart.
2	Transitions T 5 – <b>transition policies and procedures</b>	Submit written transition policies and procedures that include strategies for supporting transitions for both children and families into, within, and out of the program for centers and into and out of the program for FCC programs. The strategies must be developmentally appropriate for the age group(s).
3	Communication and Engagement CE 7 – <b>two agreements with community partners</b>	Documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs, and entities. The program is to maintain documentation of formal and/or informal agreements.
2	CE 8 – <b>family engagement</b>	Maintain written documentation which describes the family engagement model or process used at the program. The model or process shall include: <ul style="list-style-type: none"> <li>Facilitate relationship building with and within families</li> <li>Support families in developing or strengthening parenting skills</li> <li>Value the family’s role in the child’s development</li> <li>Provide links for families to access resources</li> </ul>
1	CE 9 – <b>parent volunteer group</b>	The program has an organized and currently active parent volunteer group. Written documentation of the program’s currently active volunteer group is to be maintained.
5	<b>Accreditation</b>	Program is accredited from an approved accrediting body.

**Staff/Child Ratio Extra Points: Points may be awarded only once for each age category.**

3	Infants	<input type="checkbox"/> Birth to 18 months	1:4 or 2:8 or 3:10
2		<input type="checkbox"/> Birth to 12 months <b>and</b>	1:4 or 2:10
		<input type="checkbox"/> 12 to 18 months	1:5 or 2:10
3	Toddlers	<input type="checkbox"/> 18 to 30 months <b>and</b>	1:5 or 2:10
		<input type="checkbox"/> 30 to 36 months	1:6 or 2:12
2		<input type="checkbox"/> 18 to 30 months <b>and</b>	1:6 or 2:12
		<input type="checkbox"/> 30 to 36 months	1:7 or 2:14
2	Preschool	<input type="checkbox"/> 36 to < 48 months <b>and</b>	1:10 or 2:20



Ohio's Tiered Quality Rating & Improvement System

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		<input type="checkbox"/> 48 months to < school-age	1:12 or 2:24
1		<input type="checkbox"/> 36 to < 48 months <b>and</b>	1:11 or 2:22
		<input type="checkbox"/> 48 months to < school-age	1:13 or 2:26
2	School-age	<input type="checkbox"/> K to age 14	1:15
1		<input type="checkbox"/> K to age 14	1:16
5	FCC	<input type="checkbox"/> An additional child care staff member is present between the hours of 6 a.m. through 7 p.m. (excluding nap time)	<b>Type A:</b> when 5 or more children are present
			<b>Type B:</b> when 4 or more children are present