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. By 2020, any child care program wishing to provide publicly funded child care must be a star-rated program.

This summary can help you determine whether your program meets the requirements for a four- or five-star rating. For more information, visit **earlychildhoodohio.org**. 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**.

Note: If a form is identified below as "sample," its use is optional. You may use the form referenced or create your own as long as it meets the requirements listed.

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	Family Child Care (FCC)
4 stars: 35-55 points	4 stars: 30-45 points
5 stars: 56-79 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 (5101:2-16-41)
   - ☐ Not have an active enforcement case
   - ☐ Not have an accumulation of 24 moderate risk non-compliance (MRNC) **and/or** serious risk non-compliance (SRNC) points within the previous 12 months or from the most recent inspection, if longer than 12 months
   - ☐ Children are enrolled and attending the program

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 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 OPR***

*Assistance for the above activities may be found at **occrra.org/opr-resources***

III.   Staff Requirements

1. **Ensure staff meet education requirements**

Center Administrator	Center Lead Teachers	FCC Owner
Meets one of the following:	50% of teacher meet one the following:	Must meet one of the following:
☐ Associate Degree (AA) or higher in an approved related field	☐ AA or higher in an approved related field	☐ AA or higher in an approved related field
☐ Career Pathways Level (CPL) 3	☐ CPL 3	☐ CPL 2

| ☐ 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.*
Staff counting toward 30+ hours	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.*

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		
Center Program Administrator(s)	5	☐	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	☐	BA in an approved related filed with an administrator license
	3	☐	BA in an approved related field, or CPL 4, or AA in an approved related field with a CPL 3
	2	☐	AA in an approved related field with an ACL 3
Center Program Lead Teacher(s)	5	☐	100 % have a BA in an approved related field or a CPL 4
	4	☐	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	☐	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)
Center Program Assistant Teacher(s)	4	☐	100% have a CDA or CPL2 or a School-Age Assistant Teacher Professional Endorsement (counts only if school-age only group)
	3	☐	50% have an AA in an approved related field
	2	☐	75% have a CDA or CPL 2 or a School-Age Assistant Teacher Professional Endorsement (counts only if school-age only group)
	1	☐	50% have a CDA or CPL 2 or a School-Age Assistance Teacher Professional Endorsement (counts only if school-age only group)
FCC Program Owner(s)	5	☐	Master's degree in an approved related field or a CPL 5
	4	☐	BA in an approved related field or a CPL 4
	3	☐	CPL 3

	2	☐ AA degree in an approved related field with an ACL 3

FCC Lead Teacher(s) *if not the program owner*	5	☐	100% have a BA in an approved related field or a CPL 4
	4	☐	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)
	3	☐	100% have a CDA or a CPL 2 or a School-Age Lead Teacher Professional Endorsement (if in school-age only group)
	3	☐	50% have a BA in an approved related field or a CPL 4
	2	☐	50% have a 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	☐	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	☐	100% of administrator, lead and assistant teachers, and family child care program owners have obtained a Tier 3 of approved professional development in the current or previous each biennium
	2	☐	100% of administrator, lead and assistance teachers, and family child care program owners have obtained a Tier 2 of approved professional development within the current or previous biennium
	2	☐	50% of administrator, lead and assistant teachers have obtained a Tier 3 of approved professional development in the current or previous biennium
	1	☐	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 all age groups served:
   - ☐ JFS 01590 "Curriculum Standards Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality (SUTQ) Programs"
   - ☐ JFS 01591 "Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for Step Up To Quality (SUTQ) Programs"
   - ☐ JFS 01593 "Curriculum Standards Assessment Alignment Tool: School-Age for Step Up To Quality (SUTQ) Programs"
   - ☐ Publisher's Alignment Tool

2. **JFS 01363** "Written Transition Information for One to Five-Star Ratings for Step Up To Quality (SUTQ)"
   - ☐ 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

3. **JFS 01364** "Written Wage Structure for One to Five-Star Ratings for Step Up To Quality (SUTQ)" to meet this requirement (sample) (not required for FCC)
   - ☐ Must address full- and part-time staff
   - ☐ Must have criteria

4. **JFS 01365** "Description of Professional Development Planning Process for One to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
   - Must reference administrator, lead and assistant teachers for programs OR must reference program owner and staff for FCC

5. **JFS 01366** "Community Resources Information for One to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
   - Must contain at least two resources

6. **JFS 01367** "Family Engagement Activities for Two to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
   - At least annually to all families
   - Documentation includes:
     - Description of activity
     - To whom it was offered
     - Date

7. **JFS 01368** "Sample Transition Activities for Two to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
   - Age group
   - Description of activity
   - Purpose of activity
   - Must have activities for each age group the program serves

8. **JFS 01369** "Records Transfer Policy/Request for Two to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
   - 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

9. **JFS 01371** "Approved Staff Supports for Two to Five-Star Rating for Step Up To Quality (SUTQ)" (sample) (not required for FCC)
   - Who is eligible to receive
   - Program's formal communication to employees
   - 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

10. **JFS 01372** "Health and Child Development Information for Two to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
    - Applicable to all age groups served
    - Dated
    - Shared annually with families

11. **JFS 01375** "Health Referral Process for Three to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
    - A written process for referring families to community resources when they have not received a health screening.

12. **JFS 01377** "Family Education Information for Three to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
    - 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

13. **JFS 01378** "Developmental Screening Referral Process for Three to Five-Star Ratings for Step Up To Quality (SUTQ)"
    - ☐ Results are formally communicated with families
    - ☐ Referrals are made within 90 days

14. **JFS 01379** "Heath Screening Process for Three to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample) (Does not apply to school-age only programs)
    - ☐ A written health screening policy that includes how the program will ensure children have received comprehensive health screenings or how the program is informing parents of the importance of health screenings, and referrals to community resources. The health screening must include:
        - ☐ Vision
        - ☐ Dental health
        - ☐ Height
        - ☐ Weight
        - ☐ Hearing
        - ☐ Blood lead and hemoglobin levels

15. **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

16. **JFS 01519** "Child Assessment Process for Step Up To Quality (SUTQ)" (sample)
    - ☐ A written 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

17. **Transition Meeting Process**
    - ☐ A written process describing transition meetings

V.	Documentation to Prepare for Onsite

1. **JFS 01512** "Developmental Screening Instrument Summary for Step Up To Quality (SUTQ)" (sample) (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. **Early Learning and Development Standards (ELDS)** or **Ohio's K-12 Standards** and/or **K-12 Resource Guide**
    - ☐ Has available and can access in each classroom or at FCC home

3. **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

VI.	Ongoing Documentation Requirements for Onsite

1. **JFS 01511** "Family Information for Step Up To Quality (SUTQ)" (sample) for each child
2. **JFS 01512** "Developmental Screening Instrument Summary for Step Up To Quality (SUTQ)" (sample) (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
3. **JFS 01513** "Activity Plan for Step Up To Quality (SUTQ)" for each group (sample) and/or **JFS 01592** "Individual Child Plan for Step Up To Quality (SUTQ)" (sample) for each child
   - ☐ 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
4. **JFS 01514** "Developmental and Educational Goals for Step Up To Quality (SUTQ)" (sample)
   - ☐ Completed at least annually
   - ☐ Written documentation shall include:
     - ☐ Name of the child
     - ☐ Developmental and/or educational goals
     - ☐ Parent/guardian signature
     - ☐ Date of completion
   - ☐ Family's opportunity to develop the goals

5. **JFS 01518** "Classroom Self-Assessment Action Plan for Step Up To Quality (SUTQ)" (sample)
   - ☐ 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
6. **JFS 01521** "Teacher Observation for Step Up To Quality (SUTQ)" (sample)
   - ☐ All lead and assistant teachers
   - ☐ Completed by administrator or designee for programs or the FCC owner for FCC
   - ☐ Within 30 days of hire and at least annually
   - ☐ FCC owners must complete the Ohio Administrator Core Knowledge and Competencies (CKC) Self-Assessment
7. **JFS 01587** "Professional Development Plan for Step Up To Quality (SUTQ)"
   - ☐ 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
8. **Child Record's Transferred**
9. **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

10. 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

11. 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 (NA for SA children)

12. Classroom Self-Assessment
- ☐ Developmentally appropriate to the age groups served
- ☐ Addresses quality of the classroom environment and staff/child interactions
- ☐ Completed tools

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. ODJFS licensed programs will receive an email requesting a Staff Worksheet. The Staff Worksheet must be returned within five calendar days.
2. Resubmit documentation returned for revision, if applicable.

IX.	During Onsite

1. Program Documentation
- ☐ Access to curriculum
- ☐ 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

2. 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 JFS 01373 "Transition Plan for Three to Five-Star Ratings for Step Up To Quality (SUTQ)" (sample)
- ☐ JFS 01511 "Family Information for Step Up To Quality (SUTQ)" (sample)
- ☐ Child developmental and educational goals

3. Observation
- ☐ Ohio Classroom Observation Tool (OCOT)

Four and Five-Star Requirement Summary

4. Staff Documentation
- ☐ JFS 01587 "Professional Development Plan for Step Up To Quality (SUTQ)" (sample)
- ☐ JFS 01522 "Teacher Observation Summary for Step Up To Quality (SUTQ)" (sample) (For FCC owner, Ohio Administrator CKC Self-Assessment)

5. Classroom Documentation
- ☐ JFS 01513 "Activity Plan for Step Up To Quality" (sample) and/or JFS 01592 "Individual Child Plan for Step Up To Quality (SUTQ)" (sample)
- ☐ Early Learning and Development Standards (ELDS) or Ohio's K-12 Standards and/or K-12 Resource Guide
- ☐ Classroom self-assessment tool for centers; the FCCERS-R or approved self-assessment tools for family child care
- ☐ Classroom Action Plan

6. Interview
- ☐ Lead teachers can describe the curriculum and explain how they implement the curriculum
- ☐ Lead teachers can describe their 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

1. Track the deadline to submit your annual report.
2. Track the deadline to submit your ongoing registration.

Sub-Domain Points		
Points	**Standard**	**Requirements**
5	Curriculum & Planning CP3 – *intentional & purposeful activities & experiences*	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 – *active engagement through exploration and learning*	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 – *ongoing results used for instructional decisions and evaluate child progress*	Written description of how the program applies the ongoing child assessment results in the documentation for the following areas: ▪ Process used to analyze and interpret results both at the individual child and group level ▪ How the program monitors individual child progress and used the results to inform and modify, including sharing results with families ▪ Intentional strategies used to inform instruction for individual children, as well as the group

		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 – *two ways assessment process is communicated to families*	Written samples of the process used with families to: ▪ Understand child assessment process and how data is collected ▪ Review and contribute to education plan of their child ▪ Share child's progress toward educational goals 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 – *progress on action steps and goals*	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 – *offers three of the approved SS* **(does not apply to FCC)**	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: ▪ Total of five days of paid leave ▪ Health benefits ▪ Retirement ▪ Discounted child care ▪ Tuition reimbursement ▪ T.E.A.C.H Early Childhood Ohio ▪ Paid professional development ▪ Paid professional membership ▪ Flexible spending account ▪ Life insurance ▪ Five paid holidays ▪ One hour of paid planning time weekly
3	Program Administration PA 3 – *strategies to engage community partners*	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 – *annual survey or meeting with families and community partners*	Submit the process of convening the focus group (if applicable) including its structure, method used for conducting the survey or meeting, how the results are reviewed and how they are used to impact 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 – *formal observations, and for FCC the owner's self-assessment, used to inform CIP*	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) *classroom self-assessments used for individual professional development plans*	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) – *two formal observations*	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 – *transition policies and procedures*	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 8 – *two agreements with community partners*	Submit documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities. The agreements shall include the name of the community partner or family-serving agency, programs or entities with whom the program has an agreement, the name of a contact person within the agency, program or entity, and the nature of the agreement and how it supports the program and/or families and children enrolled in the program.	
2	CE 9 – *family engagement*	Submit and provide written documentation which describes the family engagement model or process used at the program. The model or process shall include: ▪ Facilitate relationship building with and within families ▪ Support families in developing or strengthening parenting skills ▪ Value the family's role in the child's development ▪ Provide links for families to access resources	
1	CE 10 – *parent volunteer group*	Submit and have on file the names of parents of enrolled children participating in the currently active volunteer group, a description of meeting times/dates and activities they are involved in, and how the activities have related to the program in the previous 12 months.	
5	*Accreditation*	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**	☐ Birth to 18 months	1:4 or 2:8 or 3:10
2		☐ Birth to 12 months **and**	1:4 or 2:10
		☐ 12 to 18 months	1:5 or 2:10
3	**Toddlers**	☐ 18 to 30 months **and**	1:5 or 2:10
		☐ 30 to 36 months	1:6 or 2:12
2		☐ 18 to 30 months **and**	1:6 or 2:12
		☐ 30 to 36 months	1:7 or 2:14
2	**Preschool**	☐ 36 to < 48 months **and**	1:10 or 2:20
		☐ 48 months to < school-age	1:12 or 2:24
1		☐ 36 to < 48 months **and**	1:11 or 2:22
		☐ 48 months to < school-age	1:13 or 2:26
2	**School-age**	☐ K to age 14	1:15
1		☐ K to age 14	1:16
5	**FCC**	☐ An additional child care staff member is present between the hours of 6 a.m. through 7 p.m. (excluding nap time)	**Type A:** when 5 or more children are present **Type B:** when 4 or more children are present