



Program Standards Resource Guide



This resource guide has been created to assist programs who are participating in, or are interested in participating in Step Up To Quality (SUTQ). The guide contains lists of commonly used tools, instruments and resources to assist programs in meeting the SUTQ program standards. The lists are not intended to be exhaustive of all of the tools and instruments that programs can choose to use, but rather are meant to give an overview of tools commonly used in the field. The tools are reflective of tools that are developmentally appropriate for a wide range of ages and program types. The list of approved accrediting bodies, for programs seeking points for accreditation for a four- or five- star rating is found on page eleven.

Please refer to the Step Up To Quality Guidance Document for a description of eligibility criteria, registration procedures, a detailed explanation of the program standard requirements and desk review and on-site verification procedures. The Step Up To Quality Guidance Document is located at www.earlychildhoodohio.org.

Commonly Used Curriculums

Previously, a chart indicating a list of commonly used curriculums for SUTQ programs was found in this document. The Ohio Department of Job and Family Services (ODJFS) will no longer publish a list of commonly used curriculums. The curriculum a program utilizes must be written, research-based, comprehensive, appropriate to the age group served, and show alignment to the program's identified assessment process. Additionally, the curriculum must be aligned with the early learning and development standards and/or Ohio K-12 standards. This alignment documentation can be provided by the publisher to the program or completed by the program. The program will then submit verification to the licensing specialist.

Early Childhood Screening Tools

The following is a list of commonly used screening tools. The tools in list A are comprehensive and screen multi-domains. The tools in lists B and C are not comprehensive, but using a tool from both list B and list C results in a comprehensive screening that will meet Step Up To Quality requirements.

List A

Screening Tool / Age Range	Domains	Time per child	Training Type	Training Details	SUTQ Training Recommendation
Ages & Stages Questionnaires, 3rd Ed. (ASQ-3) Ages: 1-66 months	Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social	10-15 min.	Self-Study or Formal	DVD training; In-person workshops including “train-the-trainer” workshops (Trainers Toolkit and online training options are in development)	Documentation of study group review of manual and DVD training OR Attend an in-person training led by a trainer who has completed the ASQ train-the-trainer workshop
Battelle Developmental Inventory: Screening, 2nd Ed. (BDI-2) Ages: Birth – 7 years, 11 months	Personal-Social, Adaptive, Motor, Communication, and Cognitive Ability	10-30 min.	Self-Study if prereq. met or Formal	In-person Training available	Documentation of study group review of manual AND meet pre-requisite ¹ OR Attend an in-person training by publisher
Brigance Early Childhood Screens-III (0-35 months, 3-5 years, K&1) Ages: 0-35 months, 3-5 years, K – 1 st grade	Physical Development, Language, Academic/ Cognitive, Self-Help, and Social-Emotional Skills	10-15 min.	Online Self-Study or Formal	In-person training available Free Webinars	Documentation of completed webinar modules AND group review of manual OR Attend an in-person training by publisher
Child Development Review Parent Questionnaire (CDR-PQ) Ages: 18 months - Kindergarten	Social, Self Help, Gross Motor Skills, Fine Motor Skills and Language	5 min.	Self-Study	Instructions in manual	Documentation of study group review of manual
Denver-II Ages: Birth - 6 years	Personal Social, Fine Motor, Adaptive, Language, and Gross Motor	10-20 min.	Self-Study or Formal	Instructions for scoring and interpreting included w/ questionnaires; Training DVD/VHS; Master Instructor Training	Documentation of study group review of manual and DVD/video training OR Attend an in-person training led by a trainer who has completed the Master Instructor training OR Attend an in-person training by publisher
Developmental Indicators for Assessment of Learning	Motor, Concepts, Language, Self-Help, and Social Development	30-45 min.	Online Self-Study if prereq. met or Formal	Free series of 8 online modules (Brainshark)	Documentation of completed all 8 online modules AND meet pre-requisite ³ OR Documentation of completed Training

– 4th Ed. (DIAL–4) Ages: 2 years, 6 months – 5 years, 11 months					Packet and group review of Training DVD AND meet pre-requisite
Infant Development Inventory (IDI) Ages: Birth-18 months	Social, Self-Help, Gross Motor, Fine Motor and Language	10 min.	Self-Study	Instructions are included in the required Child Development Review Manual	Documentation of study group review of manual
Parents' Evaluation of Developmental Status (PEDS) Ages: Birth – 8 years	Cognitive, Language, Motor, Preacademic/academic, Self Help, Behavior	5 min.	Self-Study	Online case studies, PowerPoint slide shows, and additional downloadable training material available on web site	Documentation of study group review of manual and all relevant online training resources (i.e. users of PEDS online must watch the “PEDS Online Implementation” video, but paper users do not)
Social Skills Improvement System-Performance Screening Guide Ages: 3 - 18 years	Prosocial Behaviors, Motivation to Learn, Reading Skills, and Math Skills	5-10 min.	Self-Study	None	Documentation of meeting the pre-requisite training ²

List B – Social Emotional Screening Tools

Screening Tool / Age Range	Domains	Time per child	Training Type	Training Details	SUTQ Training Recommendation
Ages & Stages Questionnaires: Social-Emotional (ASQ:SE) Ages: 3-66 months	Self-Regulation, Compliance, Communication, Adaptive, Autonomy, Affect, and Interaction with People	10-15 min.	Self-Study or Formal	DVD training; In-person workshops including “train-the-trainer” workshops (Trainers Toolkit and online training options are in development)	Documentation of study group review of manual and DVD training OR Attend an in-person training led by a trainer who has completed the ASQ train-the-trainer workshop
Devereux Early Childhood Assessment Second Edition (DECA-P2) Ages: 2-5 years	Initiative, Self-Control, Attachment, and Behavioral Concerns	5-10 min.	Online Self-Study or Formal	Free archived webinars Interactive Webinars User Guide Regional Training Centers for in-person trainings Mentor training	Documentation of completed relevant webinars AND group review of User Guide OR Attend an in-person training or Interactive webinar training by publisher OR Attend an in-person training by an individual who completed the Mentor training
Devereux Early Childhood Assessment for Infants and Toddlers (DECA-IT) Ages: 1-36 months	Initiative, Attachment/ Relationships, and Self-Regulation (Toddler only)	20 min.	Online Self-Study or Formal	Free archived webinars Interactive Webinars User Guide Regional Training Centers for in-person trainings Mentor training	Documentation of completed relevant webinars AND group review of User Guide OR Attend an in-person training or Interactive webinar training by publisher OR Attend an in-person training by an individual who completed the Mentor training

List C – Non-Comprehensive, Multi-Domain Screening Tools

Screening Tool / Age Range	Domains	Time per child	Training Type	Training Details	SUTQ Training Recommendation
Bayley Scales of Infant and Toddler Development: 3rd Ed. (Bayley-III) Screening Test Ages: 1 – 42 months	Cognitive, Language, Motor	15-25 min.	Self-Study if prereq. met or Formal	Online presentation available (Brainshark)	Documentation of completed online presentations AND group review of manual AND meet pre-requisite ² OR Attend an in-person training by publisher
Early Screening Inventory – Revised (ESI-R) 2008 Edition Ages: 3 years – 5 years, 11 months	Visual Motor/Adaptive, Language and Cognition, and Gross Motor Skills	15-20 min.	Self-Study	Trainer’s Manual Training DVD Examiner’s Manual	Documentation of study group review of manual and training DVD OR Documentation of qualified, trainer-led review of manual and training DVD

Prerequisite training requirements:

1. College-level training in general measurement and statistical concepts essential for interpreting test results for different audiences **AND** child development.
2. A master’s degree in psychology, education, occupational therapy, speech-language pathology, social work, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments. **OR** Formal supervised mental health, speech/language, and/or educational training specific to working with parents and assessing children, or formal supervised training in infant and child development
3. At least a sixth grade reading level **AND** At least one year of teaching experience

Definitions

Self-Study – Learn to use the tool by reading the manual, completing one or more online modules that do not provide a certificate of completion/competency, and/or watching a training video.

Formal- Learn to use the tool by completing a face-to-face course or online course that results in a certificate of completion/competency.

Commonly Used Child-Assessment Tools

The following is a list of commonly used child assessment tools:

	Aligned to Early Learning and Development Standards	Infant Toddler	Preschool	School Age	Family Child Care
Galileo Pre-K Online System for the Electronic Management of Learning			X		
Assessment, Evaluation, and Programming System (AEPS) for Infants and Children	X	X	X		
Battelle Developmental Inventory (Need to complete the full child assessment)		X	X	K - 2	
Brigance Diagnostic Inventory of Early Development-Second Edition (IED-II)		X	X	K-2	
Core Knowledge Preschool Assessment Tool (CK-PAT)			X		
The Creative Curriculum Developmental Continuum for Infants-Toddlers & Twos		X			
The Creative Curriculum Developmental Continuum for Ages 3-5			X		
Get It, Got It, Go (no longer a required tool for ODE, can be used to assess language/literacy, but must be used in conjunction with another tool to complete a comprehensive assessment)			X		
High Reach Gro (2 ½ to 5 years)			X		
High Scope COR for Infant and Toddlers	X	X			
High Scope Preschool COR	X		X		
HELP 0-3		X			
HELP for Preschoolers			X		
The Ounce Scale		Infants			
Teaching Strategies GOLD Assessment System	X	X	X	Kinder	
Transdisciplinary Play-Based Assessment		X	X	Kinder	
The Work Sampling System			X	X	X
Family Child Care Curriculum Development Assessment		X	X		
Other – Standardized child assessment tools that are a component of the curriculum and appropriate to the age of the children served in the classroom (Kindercare, Goddard, etc)		X	X	X	X

Commonly Used Classroom Self-Assessment Tools

The following is a list of commonly used classroom self-assessment tools.

- CLASS – Classroom Assessment Scoring System – 3 versions: CLASS Toddler (15 - 36 months), CLASS Pre-K (3 - 5 years), CLASS K to 3 (Tool will be accepted as meeting the classroom self-assessment requirement. However, it must be completed by a designated individual within the program, other than the classroom teacher being observed.)
- ECERS-R – Early Childhood Environment Rating Scale Revised (2 through 5 years)
- ELLCO – Early Language and Literacy Classroom Observation – 2 versions: ELLCO Pre-K (3 – 5 years) and ELLCO K-3
- ITERS – R - Infant/Toddler Environment Rating Scale Revised (Infants through 30 months)
- NAEYC - National Association for the Education of Young Children Accreditation Observation Criteria Tool (valid for year completed)
- NAC – National Accreditation Commission for Early Care and Education Programs (valid for year completed)
- PQA – High Scope Program Quality Assessment – 2 versions: Infant/Toddler (0 – 3 years) and Preschool (3 – 5 years)
- SACERS – School Age Care Environment Rating Scale
- Teaching Strategies Gold Fidelity Tool
- Other – Standardized classroom assessment tools that are a component of the curriculum and appropriate to the age of the children served in the classroom.

The following classroom self-assessment tools that are specific to Type A family child care homes.

- CHELLO – Child Home Early Language and Literacy Observation
- FCCERS-R – Family Child Care Environment Rating Scale Revised
- NAFCC - National Association for Family Child Care Accreditation Materials

When selecting a tool, the program should take into consideration how they will use the tool, and whether or not it will give them an accurate measure of the program's strengths and weaknesses, as well as provide useful information in the identification and development of realistic and attainable goals for continuous improvement.

Commonly Used Program Self-Assessment Tools

The following is a list of commonly used program self-assessment tools.

- NAEYC Program Self-Study (valid for year completed)
- NAC – National Accreditation Commission for Early Care and Education Programs (valid for year completed)
- PAS – Program Administration Scale
- Head Start Annual Program Assessment (valid for year completed)
- QSAT – Quality Self-Assessment Tool for Ohio’s Afterschool Programs
- Other – Program assessment tools that are a component of the program’s identified curriculum.

The following self-assessment tools are specific to Type A family child care homes.

- NAFCC – National Association of Family Child Care Accreditation materials
- BAS – Business Administration Scale
- FCCERS-R - Family Child Care Environment Rating Scale Revised

When selecting a tool, the program must assure that it meets the rule requirement for assessing the following program elements:

- human resource leadership and development
- family and community partnerships
- program development and evaluation
- business and operations management

Approved Accrediting Bodies

The following is a list of the approved accrediting bodies for programs who wish to utilize accreditation for optional extra points when registering for a four- or five- star rating.

The following list of approved accrediting bodies has been accepted as of the date listed below. This list will be updated as additional agencies materials are reviewed and approved. Instructions for accrediting bodies seeking to be approved can be found at:

<http://www.earlychildhoodohio.org/files/sutq/AccreditationApprovalforWeb.pdf>

- Association of Christian Schools International (ACSI) December 31, 2015
- Association for Early Learning Leaders', National Accreditation Commission for the Early Care and Education Programs (formerly approved as: National Association of Child Care Professionals (NACCP) October 7, 2015)
- Council on Accreditation (COA) October 7, 2015
- National Association for the Education of Young Children (NAEYC) October 7, 2015
- National Association for Family Child Care (NAFCC) March 28, 2016
- National Early Childhood Program Accreditation (NECPA) October 7, 2015

Note: If an accrediting body is removed from this list, the programs accredited by that body will maintain their optional accreditation points until the program receives their next SUTQ visit or review after their accreditation has expired.

