



What to Expect during a SUTQ Visit

Domain	During the On-site Visit	Verification Process	Desired Outcome
Learning and Development	OELDS	Lead teacher must have full knowledge of where the standards are kept within their classroom learning environment.	Lead teacher has knowledge on how to implement the OELDS as well as the ability to point out the location of the standards within the learning environment.
	Activity Plan	The classroom lesson plan must have the name of the teacher(s), name of the group, the timeframe it covers, aligned to the standards, and reflect current activities.	Lead teacher lesson plan will be posted, and the classroom reflects the current activities expressed within the plan.
	Child Screening and Assessments	Review “completed” ASQs with proof of parents being involved in the process, and supporting evidence such as anecdotal notes, observations, portfolios, etc.	Portfolios are current and information identified aligns with the needs, developmental level, and interest of the students.
	Developmental and Education Goals	Must contain the child’s name, parent/staff signatures and dates. Updated annually, identify families have opportunities to develop goals.	Parents complete goal sheets for their child within 30 days of enrollment. Two goals identified from parent and staff collectively.
Interaction and Environment	Classroom Self-Assessments Tool	Review samples that must include teacher’s name, name of the group, date the plan was completed, goal, action steps for achieving the goal, timeframe for completing the goal, and the name of used tool. <i>Note: Results are used to inform the individual PDP.</i>	Completed annually. Addresses the quality of the classroom environment, DAP, and is completed entirely.
	Ohio Classroom Observation Tool (OCOT)	Specialist completes one for each classroom.	Classroom teachers are familiar with the tool as well as the expectations of the observer.



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Administrator and Leadership Practices	Staff Supports	Review program's written wage structure	Has examples of education, experience, length of employment role or position. At least 5 days of paid leave, health benefits, retirement benefits, discount on childcare, tuition reimbursement, etc.
	Program Administration	The program self-assessment (PAS) the review will process involves the verification of completeness and that it is current.	The PAS is fully completed, scored and updated annually.
	Continuous Improvement Plan	Examples of the way staff, community and family input is gathered and used to inform the CIP. <i>NOTE: There must be strategy to engage community partners to support child and family outcomes.</i>	Includes a minimum of 2 goals and two action steps toward completing the goals, all required sections are complete, and it is updated annually.
	Annual Surveys	Programs conduct an annual survey with families, community partners and staff members to review accomplishments of program goals.	A summary of the results and the number of families, staff and community partners that participated.
Staff management	Teacher Observations	Review a sample of verifying completeness and annual updates. Note: Results of the teacher observation is used to inform the PDP.	Lead and assistant teachers have one completed within 30 days of hire and quarterly thereafter.
	Professional Development Plans	Administrator, lead teachers and assistant teachers have an annual PDP completed. <i>NOTE: Results of the teacher observations are used to inform the programs annual CIP plan.</i>	The PDP identifies goals action steps and progress towards completion and/or completion of the goal.



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<p>Staff Qualifications and Professional Development</p>	<p>Staff Education</p>	<p>Review required education credentials and minimum instruction time for administrator or lead staff.</p>	<p><u>Administrator:</u> A minimum of an AA in approved related field WITH a minimum of a CPL 3 3 points</p> <p>A minimum of an AA in approved related filed with a minimum of and Administrator Credential Level (ACL) 3 2 points</p> <p><u>Lead teacher:</u> 100% have a minimum of an AA in approved related field or a minimum of a CPL 3 or an Ohio's School age lead Teacher professional endorsement (school age only group) 3 points</p> <p><u>Assistant teacher:</u> 100% have a CDA or CPL 2 or an Ohio's School age Assistant Teacher professional endorsement (counts if school age only group) 4 points</p> <p>50% have an AA in an approved related field. 3 points</p> <p>75% have a CDA or CPL 2 or an Ohio's school age assistant teacher professional endorsement (counts only if school age only group) 2 points</p> <p>or 50% have a CDA or CPL 2 or an Ohio's school age assistant teacher professional endorsement (counts if school age only group) 1 point</p>
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	Professional Development	<u>Desk Review:</u> Verify education requirements. Review hire dates Assess Professional development at on-going registration. Administrator meeting on-site hours and meets PD certificate requirements.	<u>On-Site Visit:</u> Review and verify the specialized training of individuals hired after a program submitted its registration or renewal. Review completion of the 2 required courses for staff who have employed at least 30 days.
Family and Community Partnerships	Transitions	Review information given to families when transitioning children into, within and out of the program. Including the following: child's name, name of new program or classroom, parent signature, staff signature, date.	Ensure parents and teachers complete the required forms and file them within the child portfolios. Parents should be giving at least 30 days' notice of transitions. Age-appropriate activities for child to prepare for the transition to anew classroom or educational setting.
	Individualized transition plan	Review completed transition plan including child name, staff member completing the plan, parent signature, date of employment and opportunity for family input.	Document completed correctly and entirely.
	Written transition policies and practices	Review strategies for supporting transitions into, within and out of the program for both children and families.	Document completed correctly and entirely.
	Communication and Engagement	Review examples of at least two resources and community services provided to families.	Provide information regarding a minimum of at least two resources and community services to families.



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	Programs communicates with families	Verify two modes of communication, one must be two-way communication.	Staff must be able to express what the means of communication involve. Ex. Email, text, telephone, flyers, newsletters, ProCare, etc.
	Health and Child Development topics	Review examples of one health topic and one child development topic provided to families.	Provide document to families at least annually.
	Parent engagement activities	Review examples of at least one family engagement opportunities offered to families.	Create a flyer with the title of the event, date of the event and the time of the event. A sign-in sheet is also required,
	Parent educational training or workshop or event	Review documentation that describes the annual educational training, workshop or other event that program organized.	Date the event, topic addressed, type of activity, a flyer and sign-in sheet.
	Health Screenings	Review programs written description of their health screening policy including vision, dental health, height, weight, hearing, blood lead and hemoglobin levels.	Written policy and referral process to community resources that support families and children. Sample document provided.
	Community partner agreements	Review at least 2 formal or informal agreements.	Updated annually.
	Family Engagement Model	Review written document that describes the model and standardized process used to engage families in children's early learning and development experiences.	Typically, we use the Head Star Model for this area. The model support families in developing or strengthening parenting skills, facilitate relationship building with and within families, Value the family's role in child development and provide links for families to access resources.



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	Parent Volunteer Group	Review documentation of the currently active volunteer group.	Update as need and keep current.
Additional Points	Staff/Child Ratios and Group size	Specialist will observe the ratio, attendance sheets, and staff schedules to determine the staff/child ration when all children are present during program hours of operation.	Ensure guidelines are being followed appropriately. NOTE: additional points are added when ratios are lowered (e.g., Infants ages 0-18 mos. 1:4 / 2:8 / 3:10 = 3 points. Toddlers ages 10 mos. To 30 mos. 1:5 / 2:10 = 3 points.