CNMI CCDF QRIS STANDARDS COMPLETE

STANDARDS	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
Health and Safety	(1) Program has an approved regular Child Care License Program (CCLP) certificate.	(1) No citations from DCCA-CCLP.	(1) No citations from DCCA-CCLP	(1) No citations from DCCA-CCLP	(1) No citations from DCCA-CCLP
	(2) Staff-Child Ratio complies with CNMI Administrative Code. (3) Program meets all requirements to be a CCDF provider, as stated in the Child Care Rules and Regulations.	(2) Staff-child ratio complies with CNMI Administrative Code.	(2) Staff-child ratio complies with CNMI Administrative Code.	(2) Staff-child Ratio: • 6 weeks - 12 mos (max group size 8, Ratio 1:4); • 13-47 mos (max group size 14, Ratio 1:7); • Preschool 4-5 years old (max group size 20, Ratio 1:10). • School-aged (max group size 25; Ratio 1:10). • For mixed age groups the ratio of the *youngest* child in the room will be followed at all times.	(2) Staff-child Ratio: • 6 weeks - 12 mos (max group size 6, Ratio 1:3); • 13-47 mos (max group size 12, Ratio 1:6); • Preschool 4-5 years old (max group size 16, Ratio 1:8). • School-aged (max group size 20; Ratio 1:10). • For mixed age groups the ratio of the *youngest* child in the room will be followed at all times.

	(4) ITERS-3 Self-Assessment completed for each infant and toddler room.		(3) ITERS-3 minimum score of 3.00, no rating of 1 for
			Space & Furnishings items
			    #1 Indoor Space
			    #2 Furnishings
			    #3 Room Arrangement
			    #4 Display for children
				(3) ITERS-3 minimum score of 4.00, minimum rating of 3 for
				Space & Furnishings items
				    #1 Indoor Space
				    #2 Furnishings
				    #3 Room Arrangement
				    #4 Display for children
					(3) ITERS-3 minimum score of 5.00, minimum rating of 4 for
					Space & Furnishings items
					    #2 Furnishings
					    #3 Room Arrangement
					    #4 Display for children

		(3) ITERS-3 minimum score of 2.00, no rating of 1 for
		Personal Care Routine items
		    #5 Meals/ snacks
		    #6 Diapering/ toileting
		    #7 Health Practices
		    #8 Safety Practices
			(4) ITERS-3 minimum score of 3.00, minimum rating of 3 for
			Personal Care Routines items
			    #5 Meals/ Snacks
			    #6 Diapering/ Toileting
			    #7 Health Practices
			    #8 Safety Practices
				(4) ITERS-3 minimum score of 4.00, minimum rating of 4 for
				Personal Care Routines items
				    #5 Meals/ Snacks
				    #6 Diapering/ Toileting
				    #7 Health Practices
				    #8 Safety Practices
					(4) ITERS-3 minimum score of 5.00, minimum rating of 5 for
					Personal Care Routines items
					    #5 Meals/ Snacks

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
					#6 Diapering/ Toileting #7 Health Practices #8 Safety Practices

	(5) ECERS-3 Self-Assessment completed for each preschool room.		(5) ECERS-3 minimum score of 3.00, no rating of 1 for
			Space & Furnishings items
			  #1 Indoor space
			  #2 Furnishings
			  #3 Room arrangement
			  #4 Space for privacy
			  #5 Child-related display
			  #6 Space for gross motor play
			  #7 Gross motor equipment
				(5) ECERS-3 minimum score of 4.00, minimum rating of 3 for
				Space and Furnishings items
				  #1 Indoor space
				  #2 Furnishings
				  #3 Room arrangement
				  #4 Space for privacy
				  #5 Child-related display
				  #6 Space for gross motor play
				  #7 Gross motor equipment
					(5) ITERS-3 minimum score of 5.00, minimum rating of 4 for
					Space and Furnishings items
					  #2 Furnishings
					  #3 Room arrangement
					  #4 Space for privacy
					  #5 Child-related display
					  #6 Space for gross motor play
					  #7 Gross motor equipment

		(4) ECERS-3 minimum score of 2.00, no rating of 1 for
		Personal Care Routines items
		  # 8 Meals/ snacks
		  # 9 Toileting/ diapering
		  #10 Health practices
		  #11 Safety practices
			(6) ECERS-3 minimum score of 3.00, minimum rating of 3 for
			Personal Care Routines items
			  # 8 Meals/ snacks
			  # 9 Toileting/ diapering
			  #10 Health practices
			  #11 Safety practices
				(6) ECERS-3 minimum score of 4.00, minimum rating of 4 for
				Personal Care Routines items
				  # 8 Meals/ snacks
				  # 9 Toileting/ diapering
				  #10 Health practices
				  #11 Safety practices
					(6) ECERS-3 minimum score of 5.00, minimum rating of 5 for
					Personal Care Routines items
					  # 8 Meals/ snacks
					  # 9 Toileting/ diapering
					  #10 Health practices
					  #11 Safety practices

	(6) SACERS-U Self-Assessment completed by each school age room.		(7) SACERS-U no rating of 1 for Space & Furnishings items
			  #1 Indoor space
			  #2 Space for gross motor activities
			  #4 Room arrangement
			  #5 Furnishings for routine care
			  #6 Furnishings for learning & recreational activities
			  # 7 Furnishings for relaxation & comfort
			  #8 Furnishings for gross motor activities
			  #9 Access to host facilities
				(7) SACERS-U minimum rating of 3 for Space & Furnishings items
				  #1 Indoor space
				  #2 Space for gross motor activities
				  #4 Room arrangement
				  #5 Furnishings for routine care
				  #6 Furnishings for learning & recreational activities
				  # 7 Furnishings for relaxation & comfort
				  #8 Furnishings for gross motor activities
				  #9 Access to host facilities
					(7) SACERS-U minimum rating of 4 for
					Space & Furnishings items
					  #2 Space for gross motor activities
					  #4 Room arrangement
					  #5 Furnishings for routine care
					  #6 Furnishings for learning & recreational activities
					  # 7 Furnishings for relaxation & comfort
					  #8 Furnishings for gross motor activities
					  #9 Access to host facilities

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
		(5) SACERS-U no rating of 1 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(8) SACERS-U-minimum rating of 3 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(8) SACERS-U minimum rating of 4 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(8) SACERS-U minimum rating of 5 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
STAFFING AND PROFESSIONAL DEVELOPMENT	(1) For **ongoing** teaching staff and **ongoing** directors: Completion of 30 hours of annual trainings and technical assistance (T& TA) combined. Completion of required health and safety topics, by age groups taught. For **new** teaching staff and **new** directors hired within the fiscal year under review: Completion of 12 preservice health and safety topics within 90 days of date of approval from CCLP. (2) For all **new** providers and staff: Completed the CNMI QRIS <u>and</u> coaching orientation sessions.	(1) For **ongoing** teaching staff and **ongoing** directors: Completion of 30 hours of annual trainings and technical assistance (T& TA) combined. Completion of required health and safety topics, by age groups taught. For **new** teaching staff and **new** directors hired within the fiscal year under review: Completion of 12 preservice health and safety topics within 90 days of date of approval from CCLP. (2) For all **new** providers and staff: Completed the CNMI QRIS <u>and</u> coaching orientation sessions.	(1) For **ongoing** teaching staff and **ongoing** directors: Completion of 30 hours of annual trainings and technical assistance (T& TA) combined. Completion of required health and safety topics, by age groups taught. For **new** teaching staff and **new** directors hired within the fiscal year under review: Completion of 12 preservice health and safety topics within 90 days of date of approval from CCLP. (2) For all **new** providers and staff: Completed the CNMI QRIS <u>and</u> coaching orientation sessions. (3) **All** directors: Completed 5 hours of TA on PAS and leadership topics.	(1) For **ongoing** teaching staff and **ongoing** directors: Completion of 30 hours of annual trainings and technical assistance (T& TA) combined. Completion of required health and safety topics, by age groups taught. For **new** teaching staff and **new** directors hired within the fiscal year under review: Completion of 12 preservice health and safety topics within 90 days of date of approval from CCLP. (2) For all **new** providers and staff: Completed the CNMI QRIS <u>and</u> coaching orientation sessions. (3) **All** directors: Completed 5 hours of TA on PAS and leadership topics.	(1) For **ongoing** teaching staff and **ongoing** directors: Completion of 30 hours of annual trainings and technical assistance (T& TA) combined. Completion of required health and safety topics, by age groups taught. For **new** teaching staff and **new** directors hired within the fiscal year under review: Completion of 12 preservice health and safety topics within 90 days of date of approval from CCLP. (2) For all **new** providers and staff: Completed the CNMI QRIS <u>and</u> coaching orientation sessions. (3) **All** directors: Completed 5 hours of TA on PAS and leadership topics.
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
CHILD GROWTH AND DEVELOPMENT	(1) A daily schedule and current lesson plan are posted for all age groups.	(1) A developmentally appropriate daily schedule and current lesson plan are posted for all age groups. * Daily schedule includes, but is not limited to, different activities such	(1) Providers use the CNMI Infant and Toddler AND Preschool Early Learning Guidelines to inform the program's activities and curriculum.	(1) For infant/ toddler program: Two of four (2/4) domains of development are addressed and evident in the activities in which	(1) For infant/ toddler program: Three of four (3/4) domains of development are addressed and evident in the activities in which

		STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
			as small and large group time, individual choice, gross motor, etc.		infants and toddlers are currently engaged. For preschool program: Five of ten (5/10) domains of development are addressed and evident in the activities in which preschoolers are currently engaged.	infants and toddlers are currently engaged. For preschool program: Seven of ten (7/10) domains of development are addressed and evident in the activities in which preschoolers are currently engaged.

				(2) ITERS-3 minimum score of 3.00, no rating of 1 for Program Structure items
				    #31 Schedule
				    #32 Free Play
				    #33 Group Play Activities
					(2) ITERS-3 minimum score of 4.00, minimum rating of 3 for Program Structure items
					    #31 Schedule
					    #32 Free Play
					    #33 Group Play Activities
						(2) ITERS-3 minimum score of 5.00, minimum rating of 4 for Program Structure items
						    #31 Schedule
						    #32 Free Play
						    #33 Group Play Activities

			(2) ITERS-3 minimum score of 2.00, no rating of 1 for Language & Books items
			    #9 Talking with children
			    #10 Encouraging vocabulary development
			    #11 Responding to children's communication
			    #12 Encouraging children to communicate
			    #13 Staff use of books with children
			    #14 Encouraging children's use of books
				(3) ITERS-3 minimum score of 3.00, minimum rating of 3 for Language & Books items
				    #9 Talking with children
				    #10 Encouraging vocabulary development
				    #11 Responding to children's communication
				    #12 Encouraging children to communicate
				    #13 Staff use of books with children
				    #14 Encouraging children's use of books
					(3) ITERS-3 minimum score of 4.00, minimum rating of 4 for Language & Books items
					    #9 Talking with children
					    #10 Encouraging vocabulary development
					    #11 Responding to children's communication
					    #12 Encouraging children to communicate
					    #13 Staff use of books with children
					    #14 Encouraging children's use of books
						(3) ITERS-3 minimum score of 5.00, minimum rating of 5 for Language & Books items
						    #9 Talking with children
						    #10 Encouraging vocabulary development
						    #11 Responding to children's communication
						    #12 Encouraging children to communicate
						    #13 Staff use of books with children
						    #14 Encouraging children's use of books

				Activities items
				    #15 Fine motor
				    #16 Art
				    #17 Music and movement
				    #18 Blocks
					Activities items
					    #15 Fine motor
					    #16 Art
					    #17 Music and movement
					    #18 Blocks
						Activities items
						    #15 Fine motor
						    #16 Art
						    #17 Music and movement
						    #18 Blocks

		STAR 2	STAR 3	STAR 4	STAR 5
			#19 Dramatic play #20 Nature/ Science #21 Math/ number #22 Appropriate use of technology #23 Promoting acceptance of diversity #24 Gross Motor	#19 Dramatic play #20 Nature/ Science #21 Math/ number #22 Appropriate use of technology #23 Promoting acceptance of diversity #24 Gross Motor	#19 Dramatic play #20 Nature/ Science #21 Math/ number #22 Appropriate use of technology #23 Promoting acceptance of diversity #24 Gross Motor
		Interaction items #25 Supervision of gross motor play #26 Supervision of play and learning #27 Peer interaction #28 Staff-child interaction #29 Providing physical warmth/ touch #30 Guiding children's behavior	Interaction items #25 Supervision of gross motor play #26 Supervision of play and learning #27 Peer interaction #28 Staff-child interaction #29 Providing physical warmth/ touch #30 Guiding children's behavior	Interaction items #25 Supervision of gross motor play #26 Supervision of play and learning #27 Peer interaction #28 Staff-child interaction #29 Providing physical warmth/ touch #30 Guiding children's behavior	Interaction items #25 Supervision of gross motor play #26 Supervision of play and learning #27 Peer interaction #28 Staff-child interaction #29 Providing physical warmth/ touch #30 Guiding children's behavior
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
			(4) ECERS-3 minimum score of 3.00, no rating of 1 for Program Structure items #33 Transitions and waiting time #34 Free play #35 Whole-group activities	(4) ECERS-3 minimum score of 4.00, minimum rating of 3 for Program Structure items #33 Transitions and waiting time #34 Free play #35 Whole-group activities	(4) ECERS-3 minimum rating of 5.00, minimum rating of 4 for Program Structure items #33 Transitions and waiting time #34 Free play #35 Whole-group activities
		(3) ECERS-3 minimum score of 2.00, no rating of 1 for Language & Literacy items #12 Helping children expand vocabulary #13 Encouraging children to use language #14 Staff use of books with children	(5) ECERS-3 minimum score of 3.00, minimum rating of 3 for Language & Literacy items #12 Helping children expand vocabulary #13 Encouraging children to use language #14 Staff use of books with children	(5) ECERS-3 minimum score of 4.00, minimum rating of 4 for Language & Literacy items #12 Helping children expand vocabulary #13 Encouraging children to use language #14 Staff use of books with children	(5) ECERS-3 minimum score of 5.00, minimum rating of 5 for Language & Literacy items #12 Helping children expand vocabulary #13 Encouraging children to use language #14 Staff use of books with children

		STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
			#15 Encouraging children's use of books #16 Becoming familiar with print	#15 Encouraging children's use of books #16 Becoming familiar with print	#15 Encouraging children's use of books #16 Becoming familiar with print	#15 Encouraging children's use of books #16 Becoming familiar with print

				Activities items
				   #17 Fine motor
				   #18 Art
				   #19 Music/ movement
				   #20 Blocks
				   #21 Dramatic play
				   #22 Nature/ science
				   #23 Math materials and activities
				   #24 Math in daily events
				   #25 Understanding written numbers
				   #26 Promoting acceptance of diversity
				   #27 Appropriate use of technology
					Activities items
					   #17 Fine motor
					   #18 Art
					   #19 Music/ movement
					   #20 Blocks
					   #21 Dramatic play
					   #22 Nature/ science
					   #23 Math materials and activities
					   #24 Math in daily events
					   #25 Understanding written numbers
					   #26 Promoting acceptance of diversity
					   #27 Appropriate use of technology
						Activities items
						   #17 Fine motor
						   #18 Art
						   #19 Music/ movement
						   #20 Blocks
						   #21 Dramatic play
						   #22 Nature/ science
						   #23 Math materials and activities
						   #24 Math in daily events
						   #25 Understanding written numbers
						   #26 Promoting acceptance of diversity
						   #27 Appropriate use of technology

			Interaction items
			   #28 Supervision of gross motor
			   #29 Individualized teaching and learning
			   #30 Staff-child interaction
			   #31 Peer interaction
			   #32 Discipline
				Interaction items
				   #28 Supervision of gross motor
				   #29 Individualized teaching and learning
				   #30 Staff-child interaction
				   #31 Peer interaction
				   #32 Discipline
					Interaction items
					   #28 Supervision of gross motor
					   #29 Individualized teaching and learning
					   #30 Staff-child interaction
					   #31 Peer interaction
					   #32 Discipline
						Interaction items
						   #28 Supervision of gross motor
						   #29 Individualized teaching and learning
						   #30 Staff-child interaction
						   #31 Peer interaction
						   #32 Discipline

				(6) SACERS–U no rating of 1 for Program Structure items
				   #36 Schedule
				   #37 Free choice
				   #38 Use of community resources
					(6) SACERS–U minimum rating of 3 for
					Program Structure items
					   #36 Schedule
					   #37 Free choice
					   #38 Use of community resources
						(6) SACERS–U minimum rating of 4 for
						Program Structure items
						   #36 Schedule
						   #37 Free choice
						   #38 Use of community resources

		(7) SACERS-U minimum rating of 3 for
		
		Activities items
		    #19 Arts and crafts
		    #20 Music and movement
		    #21 Blocks and construction
		    #22 Dramatic play/ theater
		    #23 Language/ reading activities
		    #24 Math/ reasoning activities
		    #25 Science/ nature activities
		    #26 Cultural awareness
			(7) SACERS-U minimum rating of 4 for
			
			Activities items
			    #19 Arts and crafts
			    #20 Music and movement
			    #21 Blocks and construction
			    #22 Dramatic play/ theater
			    #23 Language/ reading activities
			    #24 Math/ reasoning activities
			    #25 Science/ nature activities
			    #26 Cultural awareness
				(7) SACERS-U minimum rating of 5 for
				
				Activities items
				    #19 Arts and crafts
				    #20 Music and movement
				    #21 Blocks and construction
				    #22 Dramatic play/ theater
				    #23 Language/ reading activities
				    #24 Math/ reasoning activities
				    #25 Science/ nature activities
				    #26 Cultural awareness

	(4) SACERS-Uno rating of 1 for Interactions items
	    #28 Staff-child interactions
	    #29 Staff-child communication
	    #30 Staff supervision of children
	    #31 Discipline
	    #32 Peer interactions
		Interactions items
		    #28 Staff-child interactions
		    #29 Staff-child communication
		    #30 Staff supervision of children
		    #31 Discipline
		    #32 Peer interactions
			Interactions items
			    #28 Staff-child interactions
			    #29 Staff-child communication
			    #30 Staff supervision of children
			    #31 Discipline
			    #32 Peer interactions
				Interactions items
				    #28 Staff-child interactions
				    #29 Staff-child communication
				    #30 Staff supervision of children
				    #31 Discipline
				    #32 Peer interactions

	Star 2 *Indicators to be added* **CLASS INTERACTIONS (TBD)**	**Star 3** **CLASS INTERACTIONS (TBD)**	**Star 4** **CLASS INTERACTIONS (TBD)**	**Star 5** **CLASS INTERACTIONS (TBD)**

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
CHILDREN WITH DISABILITIES	(1) Information on resources in the community is current and available for parents.	(1) Information on resources in the community is current and available for parents. The information comes from at least three (3) different sources.	(1) ITERS-R: Minimum rating of 2 for item #32 Provisions for Children with Disabilities.	(1) ITERS-R: Minimum rating of 3 for item #32 Provisions for Children with Disabilities.	(1) ITERS-R: Minimum rating of 4 for item #32 Provisions for Children with Disabilities.
		(2) An IEP/IFSP for the child is available on site and followed by the staff	(2) ECERS-R: Minimum rating of 2 for item #37 Provisions for Children with Disabilities.	(2) ECERS-R: Minimum rating of 3 for item #37 Provisions for Children with Disabilities.	(2) ECERS-R: Minimum rating of 4 for item #37 Provisions for Children with Disabilities.

			(3) SACERS-U: Minimum rating of 2 for item Special Needs Supplementary Items:
			    #42 Provisions for exceptional children
				(3) SACERS-U: Minimum rating of 3 for item Special Needs Supplementary Items:
				    #42 Provisions for exceptional children
					(3) SACERS-U: Minimum rating of 4 for item Special Needs Supplementary Items:
					    #42 Provisions for exceptional children

			#43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement #46 Interacting with peers #47 Promoting communication	#43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement #46 Interacting with peers #47 Promoting communication	#43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement #46 Interacting with peers #47 Promoting communication
		(3) Staff who is/ are working with child(ren) with special needs is trained in inclusive practices annually.	(4) All teaching staff is trained in inclusive practices annually.	(4) All teaching staff, including director, is trained in inclusive practices annually. (5) Inclusive practices are evident and program is applying IEP of the child.	(4) All teaching staff, including director, is trained in inclusive practices annually. (5) Inclusive practices are evident and program is applying IEP of the child.
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
FAMILY ENGAGEMENT AND STRENGTHENING	(1) Program communicates with families.	(1) Program communicates with families in at least three (3) different ways	(1) Social and educational events and opportunities to volunteer are provided for families (at least one example of each)	(1) One-parent teacher conference is conducted during the year.	(1) Parents have an annual, formal opportunity to give the program feedback. Parent feedback informs program policies, procedures, and/ or practices (e.g. addressing children who bite).
			(2) ITERS-R: Minimum rating of 3 for item #6 Greeting/ Departing (3) ECERS-R: Minimum rating of 3 for item #9 Greeting/ Departing (4) SACERS-U: Minimum rating of 3 for item #27 Greeting/ Departing	(2) ITERS-R: Minimum rating of 4 for item #6 Greeting/ Departing (3) ECERS-R: Minimum rating of 4 for item #9 Greeting/ Departing (4) SACERS-U: Minimum rating of 4 for item #27 Greeting/ Departing	(2) ITERS-R: Minimum rating of 5 for item #6 Greeting/ Departing (3) ECERS-R: Minimum rating of 5 for item #9 Greeting/ Departing (4) SACERS-U: Minimum rating of 5 for item #27 Greeting/ Departing
			(5) Program provides training to parents and families on written policies or best practices, at least once (1) a year.	(5) Program provides training to parents and families on written policies and best practices, at least two (2) times a year.	(5) Program provides training to parents and families on written policies and best practices, at least three (3) times a year.
	PAS Date of Implementation October 1, 2024	**PAS Date of Implementation October 1, 2024**	**PAS Date of Implementation October 1, 2024**	**PAS Date of Implementation October 1, 2024**	**PAS Date of Implementation October 1, 2024**
		PAS: Minimum rating of 2 on #16 Family communications	PAS: Minimum rating of 3 on #16 Family communications	PAS: Minimum rating of 4 on #16 Family communications	PAS: Minimum rating of 5 on #16 Family communications

		#17 Family support and involvement #18 External communications	#17 Family support and involvement #18 External communications	#17 Family support and involvement #18 External communications	#17 Family support and involvement #18 External communications
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
LEADERSHIP AND MANAGEMENT	(1) Directors complete Program Administration Scale (PAS) self-assessment annually.	(1) Drafted and completed at least 25% of the Program Administration Scale (PAS) action plan.	(1) Drafted and completed at least 50% of the Program Administration Scale (PAS) action plan.	(1) At least 75% of the Program Administration Scale (PAS) Action Plan has been completed.	(1) 100% of the Program Administration Scale (PAS) Action Plan has been completed.
			(2) Drafted and completed at least 50% of goals in the Quality Improvement Plan (QIP).	(2) Drafted and completed at least 75% of goals in the Quality Improvement Plan (QIP).	(2) Drafted and completed 100% of goals in the Quality Improvement Plan (QIP).
				(3) ITERS-R: Minimum rating of 4 for item #37 Staff Continuity.	(3) ITERS-R: Minimum rating of 5 for item #37 Staff Continuity.
	PAS Date of Implementation October 1, 2024	**PAS Date of Implementation October 1, 2024**	**PAS Date of Implementation October 1, 2024**	**PAS Date of Implementation October 1, 2024**	**PAS Date of Implementation October 1, 2024**
				(1) PAS: Minimum rating of 4 on item #10 Screening and identification of special needs (2) PAS: Minimum rating of 3 on #11 Assessment in support of learning #15 Strategic planning (3) PAS: Minimum rating of 4 on item #14 Program Evaluation.	(1) PAS: Minimum rating of 5 on item #10 Screening and identification of special needs (2) PAS: Minimum rating of 4 on #11 Assessment in support of learning #15 Strategic planning (3) PAS: Minimum rating of 4 on item #7 Facilities Management. (4) PAS: Minimum rating of 5 on item #14 Program Evaluation.

Star 1 – Beginning FY 2021, may maintain a maximum 2 years only. Must apply for a new star level before the end of the 2 years (if no longer in pandemic at that time).

Stars 2, 3, 4, 5 – May maintain during the October 1, 2021 – September 30, 2024 CCDF State Plan period.

GOAL: All providers will be at stars 3 and above.