## CNMI CCDF QRIS STANDARDS COMPLETE

STANDARDS	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
Health and Safety	<ul> <li>(1) Program has an approved regular Child Care License</li> <li>Program (CCLP) certificate.</li> </ul>	(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.	(2) Staff-child ratio complies with CNMI Administrative Code.	(2) Staff-child ratio complies with CNMI Administrative Code.	<ul> <li>(2) Staff-child Ratio:</li> <li>6 weeks - 12 mos (max group size 8, Ratio 1:4);</li> </ul>	<ul> <li>(2) Staff-child Ratio:</li> <li>6 weeks - 12 mos (max group size 6, Ratio 1:3);</li> </ul>
	(3) Program meets all requirements to be a CCDF provider, as stated in the Child			<ul> <li>13-47 mos (max group size 14, Ratio 1:7);</li> </ul>	<ul> <li>13-47 mos (max group size 12, Ratio 1:6);</li> </ul>
	Care Rules and Regulations.			<ul> <li>Preschool 4-5 years old (max group size 20, Ratio 1:10).</li> </ul>	• Preschool 4-5 years old (max group size 16, Ratio 1:8).
				<ul> <li>School-aged (max group size 25; Ratio 1:10).</li> </ul>	• School-aged (max group size 20; Ratio 1:10).
				• For mixed age groups the ratio of the <i>youngest</i> child in the room will be followed at all times.	• For mixed age groups the ratio of the <i>youngest</i> child in the room will be followed at all times.
	(4) ITERS-3 Self-Assessment completed for each infant and toddler room.		<ul> <li>(3) ITERS-3 minimum score of 3.00, no rating of 1 for</li> <li>Space &amp; Furnishings items</li> <li>#1 Indoor Space</li> <li>#2 Furnishings</li> <li>#3 Room Arrangement</li> <li>#4 Display for children</li> </ul>	<ul> <li>(3) ITERS-3 minimum score of 4.00, minimum rating of 3 for</li> <li>Space &amp; Furnishings items</li> <li>#1 Indoor Space</li> <li>#2 Furnishings</li> <li>#3 Room Arrangement</li> <li>#4 Display for children</li> </ul>	<ul> <li>(3) ITERS-3 minimum score of 5.00, minimum rating of 4 for</li> <li>Space &amp; Furnishings items</li> <li>#2 Furnishings</li> <li>#3 Room Arrangement</li> <li>#4 Display for children</li> </ul>
		<ul> <li>(3) ITERS-3 minimum score of 2.00, no rating of 1 for</li> <li>Personal Care Routine items</li> <li>#5 Meals/ snacks</li> <li>#6 Diapering/ toileting</li> <li>#7 Health Practices</li> <li>#8 Safety Practices</li> </ul>	<ul> <li>(4) ITERS-3 minimum score of 3.00, minimum rating of 3 for</li> <li>Personal Care Routines items</li> <li>#5 Meals/ Snacks</li> <li>#6 Diapering/ Toileting</li> <li>#7 Health Practices</li> <li>#8 Safety Practices</li> </ul>	<ul> <li>(4) ITERS-3 minimum score of 4.00, minimum rating of 4 for</li> <li>Personal Care Routines items</li> <li>#5 Meals/ Snacks</li> <li>#6 Diapering/ Toileting</li> <li>#7 Health Practices</li> <li>#8 Safety Practices</li> </ul>	(4) ITERS-3 minimum score of 5.00, minimum rating of 5 for Personal Care Routines items #5 Meals/ Snacks

				#6 Diapering/ Toileting #7 Health Practices
				#8 Safety Practices
STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
(5) ECERS-3 Self-Assessment		(5) ECERS-3 minimum score of 3.00,	(5) ECERS-3 minimum score of 4.00,	(5) ITERS-3 minimum score of 5.00,
completed for each preschool		no rating of 1 for	minimum rating of 3 for	minimum rating of 4 for
room.		Space & Furnishings items	Space and Furnishings items	Space and Furnishings items
		#1 Indoor space	#1 Indoor space	#2 Furnishings
		#2 Furnishings	#2 Furnishings	#3 Room arrangement
		#3 Room arrangement	#3 Room arrangement	#4 Space for privacy
		#4 Space for privacy	#4 Space for privacy	#5 Child-related display
		#5 Child-related display	#5 Child-related display	#6 Space for gross motor play
		#6 Space for gross motor play	#6 Space for gross motor play	#7 Gross motor equipment
		#7 Gross motor equipment	#7 Gross motor equipment	
	(4) ECERS-3 minimum score of 2.00,	(6) ECERS-3 minimum score of 3.00,	(6) ECERS-3 minimum score of 4.00,	(6) ECERS-3 minimum score of 5.00,
	no rating of 1 for	minimum rating of 3 for	minimum rating of 4 for	minimum rating of 5 for
	Personal Care Routines items			
	# 8 Meals/ snacks			
	# 9 Toileting/ diapering			
	#10 Health practices	#10 Health practices	#10 Health practices	#10 Health practices
	#11 Safety practices	#11 Safety practices	#11 Safety practices	#11 Safety practices
(6) SACERS-U Self-Assessment		(7) SACERS-U no rating of 1 for	(7) SACERS-U minimum rating of 3	(7) SACERS-U minimum rating of 4
completed by each school age		Space & Furnishings items	for Space & Furnishings items	for
room.		#1 Indoor space	#1 Indoor space	Space & Furnishings items
		#2 Space for gross motor	#2 Space for gross motor	#2 Space for gross motor
		activities	activities	activities
		#4 Room arrangement	#4 Room arrangement	#4 Room arrangement
		#5 Furnishings for routine	#5 Furnishings for routine care	#5 Furnishings for routine care
		care	#6 Furnishings for learning &	#6 Furnishings for learning &
		#6 Furnishings for learning &	recreational activities	recreational activities
		recreational activities	# 7 Furnishings for relaxation	# 7 Furnishings for relaxation
		# 7 Furnishings for relaxation	& comfort	& comfort
		& comfort	#8 Furnishings for gross motor	#8 Furnishings for gross motor
		#8 Furnishings for gross motor	activities	activities
		activities	#9 Access to host facilities	#9 Access to host facilities
		#9 Access to host facilities		

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

		as small and large group time,		infants and toddlers are currently	infants and toddlers are currently
		individual choice, gross motor, etc.		engaged.	engaged.
				For preschool program:	For preschool program:
				Five of ten (5/10) domains of	Seven of ten (7/10) domains of
				development are addressed and	development are addressed and
				evident in the activities in which	evident in the activities in which
				preschoolers are currently	preschoolers are currently
				engaged.	engaged.
	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
	JIANI	5141.2	(2) ITERS-3 minimum score of 3.00,	(2) ITERS-3 minimum score of 4.00,	(2) ITERS-3 minimum score of 5.00,
			no rating of 1 for	minimum rating of 3 for	minimum rating of 4 for
				Program Structure items	0
			Program Structure items #31 Schedule	#31 Schedule	Program Structure items #31 Schedule
			#32 Free Play	#32 Free Play	#32 Free Play
			#33 Group Play Activities	#33 Group Play Activities	#33 Group Play Activities
		(2) ITERS-3 minimum score of 2.00,	(3) ITERS-3 minimum score of 3.00,	(3) ITERS-3 minimum score of 4.00,	(3) ITERS-3 minimum score of 5.00,
		no rating of 1 for	minimum rating of 3 for	minimum rating of 4 for	minimum rating of 5 for
		Language & Books items	Language & Books items	Language & Books items	Language & Books items
		#9 Talking with children	#9 Talking with children	#9 Talking with children	#9 Talking with children
		#10 Encouraging vocabulary	#10 Encouraging vocabulary	#10 Encouraging vocabulary	#10 Encouraging vocabulary
		development	development	development	development
		#11 Responding to children's	#11 Responding to children's	#11 Responding to children's	#11 Responding to children's
		communication	communication	communication	communication
		#12 Encouraging children to	#12 Encouraging children to	#12 Encouraging children to	#12 Encouraging children to
		communicate	communicate	communicate	communicate
		#13 Staff use of books with	#13 Staff use of books with	#13 Staff use of books with	#13 Staff use of books with
					children
		children	children	children	
		#14 Encouraging children's use	#14 Encouraging children's use	#14 Encouraging children's use	#14 Encouraging children's use
		of books	of books	of books	of books
			Activities items	Activities items	Activities items
			#15 Fine motor	#15 Fine motor	#15 Fine motor
			#16 Art	#16 Art	#16 Art
			#17 Music and movement	#17 Music and movement	#17 Music and movement
			#18 Blocks	#18 Blocks	#18 Blocks
<u> </u>				HIO DIOCKS	

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

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	#15 Encouraging children's use	#15 Encouraging children's use	#15 Encouraging children's use	#15 Encouraging children's use
	of books	of books	of books	of books
	#16 Becoming familiar with	#16 Becoming familiar with	#16 Becoming familiar with	#16 Becoming familiar with
	print	print	print	print
	printe	print	princ	princ
		Activities items	Activities items	Activities items
		#17 Fine motor	#17 Fine motor	#17 Fine motor
		#18 Art	#18 Art	#18 Art
		#19 Music/ movement	#19 Music/ movement	#19 Music/ movement
		#20 Blocks	#20 Blocks	#20 Blocks
		#21 Dramatic play	#21 Dramatic play	#21 Dramatic play
		#22 Nature/ science	#22 Nature/ science	#22 Nature/ science
		#23 Math materials and	#23 Math materials and	#23 Math materials and
		activities	activities	activities
		#24 Math in daily events	#24 Math in daily events	#24 Math in daily events
		#25 Understanding written	#25 Understanding written	#25 Understanding written
		numbers	numbers	numbers
		#26 Promoting acceptance of	#26 Promoting acceptance of	#26 Promoting acceptance of
		diversity	diversity	diversity
		#27 Appropriate use of	#27 Appropriate use of	#27 Appropriate use of
		technology	technology	technology
				07
	Interaction items	Interaction items	Interaction items	Interaction items
	#28 Supervision of gross motor	#28 Supervision of gross motor	#28 Supervision of gross motor	#28 Supervision of gross motor
	#29 Individualized teaching	#29 Individualized teaching	#29 Individualized teaching	#29 Individualized teaching
	and learning	and learning	and learning	and learning
	#30 Staff-child interaction	#30 Staff-child interaction	#30 Staff-child interaction	#30 Staff-child interaction
	#31 Peer interaction	#31 Peer interaction	#31 Peer interaction	#31 Peer interaction
	#32 Discipline	#32 Discipline	#32 Discipline	#32 Discipline
STAI	1 STAR 2	STAR 3	STAR 4	STAR 5
		(6) SACERS–U no rating of 1 for	(6) SACERS–U minimum rating of 3	(6) SACERS–U minimum rating of 4
		Program Structure items	for	for
		#36 Schedule	Program Structure items	Program Structure items
		#37 Free choice	#36 Schedule	#36 Schedule
		#38 Use of community	#37 Free choice	#37 Free choice
		resources	#38 Use of community	#38 Use of community
			resources	resources

		(4) SACERS-Uno rating of 1 for Interactions items #28 Staff-child interactions #29 Staff-child communication	<ul> <li>(7) SACERS-U minimum rating of 3 for</li> <li>Activities items</li> <li>#19 Arts and crafts</li> <li>#20 Music and movement</li> <li>#21 Blocks and construction</li> <li>#22 Dramatic play/ theater</li> <li>#23 Language/ reading activities</li> <li>#24 Math/ reasoning activities</li> <li>#25 Science/ nature activities</li> <li>#26 Cultural awareness</li> </ul> Interactions items <ul> <li>#28 Staff-child interactions</li> <li>#29 Staff-child communication</li> </ul>	<ul> <li>(7) SACERS-U minimum rating of 4 for</li> <li>Activities items <ul> <li>#19 Arts and crafts</li> <li>#20 Music and movement</li> <li>#21 Blocks and construction</li> <li>#22 Dramatic play/ theater</li> <li>#23 Language/ reading</li> <li>activities</li> <li>#24 Math/ reasoning activities</li> <li>#25 Science/ nature activities</li> <li>#26 Cultural awareness</li> </ul> </li> <li>Interactions items <ul> <li>#28 Staff-child interactions</li> <li>#29 Staff-child communication</li> </ul> </li> </ul>	<ul> <li>(7) SACERS-U minimum rating of 5 for</li> <li>Activities items <ul> <li>#19 Arts and crafts</li> <li>#20 Music and movement</li> <li>#21 Blocks and construction</li> <li>#22 Dramatic play/ theater</li> <li>#23 Language/ reading</li> <li>activities</li> <li>#24 Math/ reasoning activities</li> <li>#25 Science/ nature activities</li> <li>#26 Cultural awareness</li> </ul> </li> <li>Interactions items <ul> <li>#28 Staff-child interactions</li> <li>#29 Staff-child communication</li> </ul> </li> </ul>
		#30 Staff supervision of children #31 Discipline	#30 Staff supervision of children #31 Discipline	#30 Staff supervision of children #31 Discipline	#30 Staff supervision of children #31 Discipline
		#32 Peer interactions	#32 Peer interactions	#32 Peer interactions	#32 Peer interactions
	*Indicators to be added*	Star 2 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.
			<ul> <li>(3) SACERS-U: Minimum rating of 2</li> <li>for item Special Needs</li> <li>Supplementary Items:</li> <li>#42 Provisions for exceptional</li> <li>children</li> </ul>	<ul> <li>(3) SACERS-U: Minimum rating of 3</li> <li>for item Special Needs</li> <li>Supplementary Items:</li> <li>#42 Provisions for exceptional children</li> </ul>	<ul> <li>(3) SACERS-U: Minimum rating of 4</li> <li>for item Special Needs</li> <li>Supplementary Items:</li> <li>#42 Provisions for exceptional</li> <li>children</li> </ul>

		(3) Staff who is/ are working with child(ren) with special needs is trained in inclusive practices annually.	<ul> <li>#43 Individualization</li> <li>#44 Multiple opportunities for learning and practicing skills</li> <li>#45 Engagement</li> <li>#46 Interacting with peers</li> <li>#47 Promoting communication</li> <li>(4) All teaching staff is trained in inclusive practices annually.</li> </ul>	<ul> <li>#43 Individualization</li> <li>#44 Multiple opportunities for learning and practicing skills</li> <li>#45 Engagement</li> <li>#46 Interacting with peers</li> <li>#47 Promoting communication</li> <li>(4) All teaching staff, including</li> <li>director, is trained in inclusive</li> <li>practices annually.</li> <li>(5) Inclusive practices are evident</li> <li>and program is applying IEP of the</li> <li>child.</li> </ul>	<ul> <li>#43 Individualization</li> <li>#44 Multiple opportunities for learning and practicing skills</li> <li>#45 Engagement</li> <li>#46 Interacting with peers</li> <li>#47 Promoting communication</li> <li>(4) All teaching staff, including</li> <li>director, is trained in inclusive</li> <li>practices annually.</li> <li>(5) Inclusive practices are evident</li> <li>and program is applying IEP of the</li> <li>child.</li> </ul>
	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).
			<ul><li>(2) ITERS-R: Minimum rating of 3 for item #6 Greeting/ Departing</li><li>(3) ECERS-R: Minimum rating of 3</li></ul>	<ul><li>(2) ITERS-R: Minimum rating of 4 for item #6 Greeting/ Departing</li><li>(3) ECERS-R: Minimum rating of 4</li></ul>	<ul><li>(2) ITERS-R: Minimum rating of 5 for item #6 Greeting/ Departing</li><li>(3) ECERS-R: Minimum rating of 5</li></ul>
			for item #9 Greeting/ Departing (4) SACERS-U: Minimum rating of 3 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.	<ul> <li>for item #9 Greeting/ Departing</li> <li>(4) SACERS-U: Minimum rating of 4</li> <li>for item #27 Greeting/ Departing</li> <li>(5) Program provides training to</li> <li>parents and families on written</li> <li>policies and best practices, at least</li> <li>two (2) times a year.</li> </ul>	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 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: Minimum rating of 2 on #16 Family communications	PAS Date of Implementation October 1, 2024 PAS: Minimum rating of 3 on #16 Family communications	PAS Date of Implementation October 1, 2024 PAS: Minimum rating of 4 on #16 Family communications	PAS Date of Implementation October 1, 2024 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	<ul> <li>(1) Directors complete</li> <li>Program Administration Scale</li> <li>(PAS) self-assessment</li> <li>annually.</li> </ul>	(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.
			<ul><li>(2) Drafted and completed at least</li><li>50% of goals in the Quality</li><li>Improvement Plan (QIP).</li></ul>	<ul><li>(2) Drafted and completed at least</li><li>75% of goals in the Quality</li><li>Improvement Plan (QIP).</li></ul>	(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	(1) PAS: Minimum rating of 5 on item #10 Screening and identification of special needs
				<ul> <li>(2) PAS: Minimum rating of 3 on #11 Assessment in support of learning #15 Strategic planning</li> </ul>	<ul> <li>(2) PAS: Minimum rating of 4 on #11 Assessment in support of learning</li> <li>#15 Strategic planning</li> </ul>
				(3) PAS: Minimum rating of 4 on item #14 Program Evaluation.	(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.