HEALTH AND SAFETY

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024	(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
REVISION	(1) Program has an approved regular Child Care Licensing Program (CCLP) license. (2) Violations of QRIS standards resolved within the prescribed time frame. ** CCDF reserves the right to set a time frame for any violations, with consultation with CCLP as appropriate.	(1) Citations from DCCA CCLP resolved within the prescribed time frame. (2) Violations of QRIS standards resolved within the prescribed time frame.	(1) Citations from DCCA CCLP resolved within the prescribed time frame. (2) Violations of QRIS standards resolved within the prescribed time frame.	(1) Citations from DCCA CCLP resolved within the prescribed time frame. (2) Violations of QRIS standards resolved within the prescribed time frame.	(1) Citations from DCCA CCLP resolved within the prescribed time frame. (2) Violations of QRIS standards resolved within the prescribed time frame.

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024	(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.

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REVISION	(3) Staff-Child Ratio complies with CNMI Administrative Code. (4) Program meets all requirements to be a CCDF provider, as stated in the Child Care Rules and Regulations.	(3) For mixed-age groups: If an infant or toddler is present in the group, staff: child ratio must be maintained for the youngest child in the group. If no infant or toddler is present in the group, staff: child ratio shall comply with CCLP Administrative Code for mixed-age groups.	(3) For mixed-age groups: If an infant or toddler is present in the group, staff: child ratio must be maintained for the youngest child in the group. If no infant or toddler is present in the group, staff: child ratio shall comply with CCLP Administrative Code for mixed-age groups.	(3) 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: If an infant or toddler is present in the group, staff: child ratio must be maintained for the youngest child in the group. If no infant or toddler is present in the group, staff: child ratio shall comply with CCLP Administrative Code for mixed-age groups.	(3) 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: If an infant or toddler is present in the group, staff: child ratio must be maintained for the youngest child in the group. If no infant or toddler is present in the group, staff: child ratio shall comply with CCLP Administrative Code for mixed-age groups.
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**

2019-2024	(4) ITERS-3 Self-Assessment completed for each infant and toddler room.	(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
			(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
			(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
				(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
				(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
					(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
					
					(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

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	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
REVISION	(5) ITERS-3 self-assessment completed for each infant and toddler room.	(4) Minimum ITERS-3 overall score of 2.00. (5) No rating of 1 for any items within subscale Personal Care Routines	(4) Minimum ITERS-3 overall score of 3.00. (5) No rating of 1 for any items within the subscales Space and Furnishings **and** Personal Care Routines.	(4) Minimum ITERS-3 overall score of 4.00. (5) No rating of 1 for any items within the subscales Space and Furnishings **and** Personal Care Routines.	(4) Minimum ITERS-3 overall score of 5.00. (5) Minimum subscore of 3.00 for subscales * Space and Furnishings * Personal Care routines (No rating of 1 for any items within the subscales Space and Furnishings **and** Personal Care Routines.)
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
2019-2024	(5) ECERS-3 Self-Assessment completed for each preschool room.	(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	(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 (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	(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 (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	(5) ECERS-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 (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
REVISION	(6) ECERS-3 Self-Assessment completed for each preschool room.	(6) Minimum ECERS-3 overall score of 2.00. (7) No rating of 1 for any items within subscale Personal Care Routines	(6) Minimum ECERS-3 overall score of 3.00. (7) No rating of 1 for any items within the subscale Space and Furnishings **and** Personal Care Routines.	(6) Minimum ECERS-3 overall score of 4.00. (7) No rating of 1 for any items within the subscale Space and Furnishings **and** Personal Care Routines.	(6) Minimum ECERS-3 overall score of 5.00. (7) Minimum subscore of 3.00 for subscales * Space and Furnishings * Personal Care routines (No rating of 1 for any items within the subscales Space and Furnishings **and** Personal Care Routines.)

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	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024	(6) SACERS-U Self-Assessment completed by each school age room.	(5) SACERS-U no rating of 1 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(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 (8) SACERS-U-minimum rating of 3 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(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 (8) SACERS-U minimum rating of 4 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(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 (8) SACERS-U minimum rating of 5 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene
REVISION	(7) SACERS-U Self-Assessment completed by each school age room.	(8) No rating of 1 for any items within subscale Health & Safety items #14 Safety practices #15 Attendance. #16 Departure #17 Meals/ snacks #18 Personal hygiene	(8) Minimum SACERS-U subscore of 3.00 for subscales * Space & Furnishings * Health and Safety (No rating of 1 for any items within these subscales)	(8) Minimum SACERS-U subscore of 4.00 for subscales * Space & Furnishings * Health and Safety (No rating of 1 for any items within these subscales)	(8) Minimum SACERS-U subscore of 5.00 for subscales * Space & Furnishings * Health and Safety (No rating of 1 or less for any items within these subscales)
TBD	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**

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STAFFING AND PROFESSIONAL DEVELOPMENT

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024	(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 and 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 and 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 and 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 and 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 and coaching orientation sessions. (3) All directors: Completed 5 hours of TA on PAS and leadership topics.
REVISION	(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 and 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 and coaching orientation sessions. (3) All directors: In addition to the 30 hours, completed 5 hours of training and/ or TA specific to PAS, business practice, and/ or leadership topics approved by CCDF.	(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 and coaching orientation sessions. (3) All directors: In addition to the 30 hours, completed 4 hours of training and/ or TA specific to PAS, business practice, and/ or leadership topics approved by CCDF.	(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 and coaching orientation sessions. (3) All directors: In addition to the 30 hours, completed 3 hours of training and/ or TA specific to PAS, business practice, and/ or leadership topics approved by CCDF.	(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 and coaching orientation sessions. (3) All directors: In addition to the 30 hours, completed 2 hours of training and/ or TA specific to PAS, business practice, and/ or leadership topics approved by CCDF.

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CHILD GROWTH AND DEVELOPMENT

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024	(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 as small and large group time, individual choice, gross motor, etc.	(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 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.	(1) For infant/ toddler program: Three of four (3/4) domains of development are addressed and evident in the activities in which 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.
REVISION	(1) A daily schedule is posted and the current lesson plan is easily accessible for all age groups.	(1) A developmentally appropriate daily schedule is posted and the current lesson plan is easily accessible for all age groups. * Daily schedule includes, but is not limited to, different activities such as small and large group time, individual choice, gross motor, etc.	(1) New teaching staff and new directors are trained in the Early Learning and Development Guidelines within one year of date of approval from CCLP. (2) Providers use the CNMI Early Learning and Development Guidelines (ELDGs) to inform the program's activities and curriculum.	(1) For infant/ toddler and preschool programs, the domains of development are addressed and evident in the activities in which infants and toddlers are currently engaged.	(1) For infant/ toddler and preschool programs, the domains of development are addressed and evident in the activities in which infants and toddlers are currently engaged.
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**

2019-2024		(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
			(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
			(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
				(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
				(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
					(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
					(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 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	#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 #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	#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 #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	#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 #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
REVISION	(2) Minimum ITERS-3 overall score of 2.00. (3) No rating of 1 for any items within subscales * Language & Books * Interaction	(3) Minimum ITERS-3 overall score of 3.00. (4) Minimum subscore of 3.00 for * Program Structure * Language & Books * Activities * Interaction (No rating of 1 for any items within these subscales)	(2) Minimum ITERS-3 overall score of 4.00. (3) Minimum subscore of 4.00 for * Program Structure * Language & Books *Activities * Interaction (No rating of 1 for any items within these subscales)	(2) Minimum ITERS-3 overall score of 5.00. (3) Minimum subscore of 5.00 for * Program Structure * Language & Books *Activities * Interaction (No rating of 1 for any items within these subscales)

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5

2019-2024		(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
		   #15 Encouraging children's use of books
		   #16 Becoming familiar with print
		
		Interaction items
		   #28 Supervision of gross motor
		   #29 Individualized teaching and learning
		   #30 Staff-child interaction
		   #31 Peer interaction
		   #32 Discipline
			(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
			(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
			   #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
			Interaction items
			   #28 Supervision of gross motor
			   #29 Individualized teaching and learning
			   #30 Staff-child interaction
			   #31 Peer interaction
			   #32 Discipline
				(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
				(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
				   #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
				Interaction items
				   #28 Supervision of gross motor
				   #29 Individualized teaching and learning
				   #30 Staff-child interaction
				   #31 Peer interaction
				   #32 Discipline
					(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
					(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
					   #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
					Interaction items
					   #28 Supervision of gross motor
					   #29 Individualized teaching and learning
					   #30 Staff-child interaction
					   #31 Peer interaction
					   #32 Discipline

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
REVISION		(4) Minimum ECERS-3 overall score of 2.00. (5) No rating of 1 for any items within subscales * Language & Literacy * Interaction	(5) Minimum ECERS-3 overall score of 3.00. (6) Minimum subscore of 3.00 for * Program Structure. * Language & Literacy * Activities * Interaction (No rating of 1 for any items within these subscales)	(4) Minimum ECERS-3 overall score of 4.00. (5) Minimum subscore of 4.00 for * Program Structure. * Language & Literacy * Activities * Interaction (No rating of 1 for any items within these subscales)	(4) Minimum ECERS-3 overall score of 5.00. (5) Minimum subscore of 5.00 for * Program Structure. * Language & Literacy * Activities * Interaction (No rating of 1 for any items within these subscales)
2019-2024		(4) SACERS-U no rating of 1 for Interactions items #28 Staff-child interactions #29 Staff-child communication #30 Staff supervision of children #31 Discipline #32 Peer interactions	(6) SACERS–U no rating of 1 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 Interactions items #28 Staff-child interactions #29 Staff-child communication #30 Staff supervision of children #31 Discipline #32 Peer interactions	(6) SACERS–U minimum rating of 3 for Program Structure items #36 Schedule #37 Free choice #38 Use of community resources (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 Interactions items #28 Staff-child interactions #29 Staff-child communication #30 Staff supervision of children #31 Discipline #32 Peer interactions	(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 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 Interactions items #28 Staff-child interactions #29 Staff-child communication #30 Staff supervision of children #31 Discipline #32 Peer interactions
REVISION		(6) Minimum SACERS-U overall score of 2.00. (7) No rating of 1 for any items within subscale * Interactions	(7) Minimum SACERS-U subscore of 3.00 for * Program Structure * Activities * Interactions	(6) Minimum SACERS-U subscore of 4.00 for * Program Structure * Activities * Interactions	(6) Minimum SACERS-U subscore of 5.00 for * Program Structure * Activities * Interactions

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
			(No rating of 1 for any items within these subscales)	(No rating of 1 for any items within these subscales)	(No rating of 1 for any items within these subscales)
TBD	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**	**Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.**
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
TBD	*Indicators to be added*	*CLASS INTERACTIONS (TBD)*	*CLASS INTERACTIONS (TBD)*	*CLASS INTERACTIONS (TBD)*	*CLASS INTERACTIONS (TBD)*

CHILDREN WITH DISABILITIES

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-	(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.
REVISION	(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.
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
2019-2024		(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.
REVISION		(2) An IEP/IFSP and/ or medical/ health care plan (e.g., for allergies, asthma, diabetes) 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.
	STAR 1	**STAR 2**	**STAR 3**	**STAR 4**	**STAR 5**
2019-			(3) SACERS-U: Minimum rating of 2 for item Special Needs Supplementary Items:	(3) SACERS-U: Minimum rating of 3 for item Special Needs Supplementary Items:	(3) SACERS-U: Minimum rating of 4 for item Special Needs Supplementary Items:

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		STAR 3	STAR 4	STAR 5
		#42 Provisions for exceptional children #43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement #46 Interacting with peers #47 Promoting communication	#42 Provisions for exceptional children #43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement #46 Interacting with peers #47 Promoting communication	#42 Provisions for exceptional children #43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement #46 Interacting with peers #47 Promoting communication
REVISION		(3) SACERS-U: Minimum rating of 2 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	(3) SACERS-U: Minimum rating of 3 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	(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

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024		(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.
REVISION		(3) Staff who is/ are working with child(ren) with special needs is trained in inclusive practices annually. (4) Staff assigned to work with a child with a medical/ health care plan is trained to meet the needs of the child.	(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 or medical/ health care plan 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 or medical/ health care plan of the child.

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FAMILY ENGAGEMENT AND STRENGTHENING

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024	(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).
REVISION	(1) Program communicates with families. (2) Program conducts a parent orientation to the program.	(1) Program communicates with families in at least three (3) different ways (2) Parent orientation must include informing parents of program policies (e.g., safe sleep practices, snacks, open door policy, developmental screening/ ASQ).	(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).

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024			(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
REVISION	(1) The program must have a system for signing in/ out children at the beginning and end of care to account for all children in the care space. (2) The program must add the language in their written open-door policy that states parents have the choice to visit the care space at any time. Parents should not be restricted to a time or space/ area for their visit.		(2) SACERS-U: Minimum rating of 2 for item #27 Greeting/ Departing	(2) SACERS-U: Minimum rating of 3 for item #27 Greeting/ Departing	(2) SACERS-U: Minimum rating of 4 for item #27 Greeting/ Departing

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	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024			(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.
REVISION			(3) Program provides training to parents and families on written policies or best practices, at least once (1) a year.	(3) Program provides training to parents and families on written policies and best practices, at least two (2) times a year.	(3) Program provides training to parents and families on written policies and best practices, at least three (3) times a year.

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024		PAS: Minimum rating of 2 on #16 Family communications #17 Family support and involvement #18 External communications	(4) PAS: Minimum rating of 3 on #16 Family communications #17 Family support and involvement #18 External communications	(4) PAS: Minimum rating of 4 on #16 Family communications #17 Family support and involvement #18 External communications	(4) PAS: Minimum rating of 5 on #16 Family communications #17 Family support and involvement #18 External communications
REVISION	**Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026.**	**Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026.**	**Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026.**	**Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026.**	**Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026.**

LEADERSHIP AND MANAGEMENT

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024	(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.
REVISION	(1) Directors complete Program Administration Scale (PAS) self-assessment annually.	(1) Drafted and completed at least 25% of the Program Administration Scale (PAS) QIP.	(1) Drafted and completed at least 50% of the Program Administration Scale (PAS) QIP or items for improvement are addressed by a timeline.	(1) At least 75% of the Program Administration Scale (PAS) QIP has been completed or items for improvement are addressed by a timeline.	(1) 100% of the Program Administration Scale (PAS) QIP has been completed or items for improvement are addressed by a timeline.

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024			(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).
REVISION			*DELETED – Duplicative of indicator (1) above.*	*DELETED – Duplicative of indicator (1) above.*	*DELETED – Duplicative of indicator (1) above.*

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024					
REVISION				(2) ITERS-R: Minimum rating of 4 for item #37 Staff Continuity. *[QRIS handbook notes: Must be seen in at least one infant and/ or toddler room. Include -R score sheet in handbook. Evidence: self-assessment; CCLP staff roster; coaching logs; observation]*	(2) ITERS-R: Minimum rating of 5 for item #37 Staff Continuity.

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
2019-2024				(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.

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TBD	Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026. Item #s are likely to change.	Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026. Item #s are likely to change.	Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026. Item #s are likely to change.	Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026. Item #s are likely to change.	Revisions to QRIS standards for leadership and management are pending the release of PAS-3. Full implementation of PAS-3 is scheduled for FY2026. Item #s are likely to change.

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