REACH HIGHER CNMI (QRIS) HANDBOOK

Full Implementation October 1, 2024

This handbook contains policies and procedures related to Reach Higher CNMI – the CNMI Child Care and Development Fund's (CCDF) Quality Rating and Improvement System (QRIS). Child care programs are encouraged to review the handbook regularly to support their quality improvement efforts.

Notice: This QRIS Handbook and the requirements, procedures, protocols, and processes described within are subject to change and may not be represented in their entirety. It is the responsibility of child care programs seeking or maintaining QRIS star level standing to ensure they are using the most current version of the QRIS Handbook. It is the responsibility of the child care program to maintain compliance with QRIS standards (See My Rights and Responsibilities as a CNMI CCDF Program Child Care Provider). Any CCDF certification approval or renewal provided by the DCCA Secretary does not relieve the child care program from this obligation to comply with the standards.

Being CCDF-certified and earning a quality star level means that, based on the information reviewed by CCDF's authorized agents/ consultants, the program has been found to meet CCDF Child Care Provider Certification and the QRIS standards at the time of the observation visit(s); however, it does not guarantee the efficacy of services offered by the child care program. Neither CCDF nor its staff, employees, consultants, or others involved in QRIS activities will be liable for loss, damage, or injury by reason of or in connection with any decision, action, or omission related to the provider's participation in CCDF and QRIS.

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Revisions to the QRIS handbook, standards, and procedures were informed by lessons learned from the pilot years, data from assessment and observation results, the PDG needs assessments, ongoing technical assistance from federal Region IX specialists, provider feedback, and survey and focus group responses (e.g. related to ratio, crowding, continuity of care, director training, family engagement) from parents and partners.

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MY RIGHTS AND RESPONSIBILITIES AS A CNMI CCDF PROGRAM CHILD CARE PROVIDER

Rights

_____ As a licensed child care business in the CNMI, I have the right to ***refuse*** participation in the CCDF Child Care Certification program/ CCDF Child Care Subsidy Funding program. Participation in the CCDF subsidy program is not required to operate a child care business in the CNMI.

_____ As a licensed child care business in the CNMI I have the right to ***withdraw*** my participation in the CCDF Child Care Certification program/ CCDF Child Care Subsidy Funding program for any lawful reason (e.g. requirements are burdensome, troublesome to staff, too costly for my business), at any time convenient to my business. Withdrawal from the CCDF subsidy will result in loss of funding.

_____ As a licensed child care business in the CNMI that is certified to receive CCDF Child Care funds, I have the right to ***appeal*** any adverse action, following the procedures outlined in the CCDF Rules and Regulations on Adverse Actions.

Responsibilities

_____ As a licensed child care business in the CNMI that is certified to receive CCDF Child Care funds, I have the responsibility to ***know*** the requirements I must comply with to continue receiving CCDF subsidy funds. This responsibility extends to reading all written communication or documentation provided by CCDF, their consultants, and/ or authorized representatives. I need not acknowledge written communication (e.g. email) to be held accountable to its contents.

_____ As a licensed child care business in the CNMI that is certified to receive CCDF Child Care funds, I have the responsibility to **do** what is required of my business to stay in compliance with CCDF requirements to continue receiving CCDF subsidy funds.

_____ As a licensed child care business in the CNMI that is certified to receive CCDF Child Care funds, I have the responsibility to ***seek*** assistance and support in the form of training and technical assistance if I have any questions or need for clarification regarding my responsibility to comply with CCDF requirements.

Director/Admin Name_____ Signature_____ Date_____

2nd Contact Name_____ Signature_____ Date_____

*Sign and submit to Ms. Esther Wabol at ewabol.ccdf@childcare.gov.mp

INTRODUCTION

What and Why the QRIS

Reach Higher CNMI is the Commonwealth of the Northern Marianas' (CNMI) Quality Recognition and Improvement System (QRIS). Reach Higher CNMI/ QRIS uses a star rating system to raise child care standards and improve practice.

The star rating system for Reach Higher CNMI/ QRIS informs parents which facilities are meeting quality standards aimed at making sure children in their care are safe, healthy, and getting the developmentally appropriate foundational learning experiences that sets them up for success in school and life. To be considered ***quality***, a facility must meet a set of standards that lets the public know they are:

1) Meeting basic **Health and Safety** requirements to keep children safe and thriving.
2) Qualified to provide services through their **Staffing** and the **Professional Development** they participate in.
3) Providing developmentally appropriate practices in child care through their knowledge and application of **Child Growth and Development**.
4) Supporting families of **Children with Disabilities**.
5) Making the effort to involve the community and parents through their **Family Engagement and Strengthening** programs.
6) Being run efficiently and continuously making quality improvements under an effective **Leadership and Management**.

Continuous Quality Improvement

Continuous Quality Improvement (CQI) is at the heart of Reach Higher CNMI. CQI refers to the ongoing process of:

- Learning about strengths and opportunities for growth using multiple sources of information.
- Intentional commitment to quality improvement practices, such as:
    - Creating a plan with goals, timelines, and action steps. At the program level, this plan is called a Quality Improvement Plan (QIP).
    - Testing and implementing solutions.
    - Evaluating results and revising the plan.
- Reach Higher CNMI empowers child care providers and leadership to identify and achieve quality improvement goals with the support of strengths-based coaching. Reach Higher CNMI supports early learning programs through methods such as observations, reflections, self-assessments, and professional development.

Purpose of the Reach Higher, CNMI Handbook

This document is designed to:

- Help early learning programs understand key components of Reach Higher CNMI to ensure successful participation.
- Provide a detailed overview of Reach Higher CNMI policies and expectations.
- Serve as a reference tool throughout participation.

It is the early learning program's responsibility to read, understand, and follow the guidelines in this document. Questions and concerns regarding the successful implementation of these guidelines should be directed to CCDF's QRIS implementation partner/ consultant.

Updates to the Reach Higher CNMI Handbook

The handbook for Reach Higher CNMI – the CNMI's Quality Recognition and Improvement System (QRIS) – is updated regularly. The current version of this document is available at www.childcare.gov.mp. The Reach Higher CNMI Handbook posted on the website replaces all former versions. Providers are responsible for reading and following the current guidelines in the Reach Higher CNMI Handbook.

Should a QRIS policy change be made between updates, information will be sent to CCDF providers via email and posted on the website as a policy update.

Programs must replace the pages of the handbook with new information, as instructed.

Non-Discrimination Statement

CCDF and its Reach Higher CNMI partners do not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, or military status in any Reach Higher CNMI/ QRIS activities or operations. The Reach Higher CNMI implementing partners and their staff represent the diversity in the CNMI and are committed to providing an inclusive and welcoming environment for all participating providers. Staff members are trained in cultural sensitivity and strive to provide culturally responsive services and resources for Reach Higher CNMI/ QRIS providers and the children and families they serve.

Mandated Reporting

All individuals providing Reach Higher CNMI services, including assessors, observers, coaches, and trainers, are mandated reporters under CNMI law and, as such, must report any instances of suspected child abuse and neglect directly to the Division of Youth Services. The child care facility's administrator will be informed immediately to begin an investigation. Should the incident warrant reporting, the administrator has 24 hours, by CNMI law, to report the case to the CNMI Child Care Licensing Program (CCLP).

QUALITY STANDARD AREAS

Health and Safety

This standard focuses on health and safety items that are built on the foundation set by the CNMI Child Care Licensing Program (CCLP). At the higher quality level, programs are expected to go beyond licensing regulations; they must implement best practices set out by the most current research-based guidelines in Caring for Our Children.

Staffing and Professional Development

Children should be cared for by highly qualified staff. This standard requires child care providers to undergo preservice and ongoing training and to avail themselves of QRIS-related technical assistance/ coaching to help improve their teaching practices. Refer to page 42, Training and Professional Development section, of the QRIS Handbook for details.

Child Growth and Development

This QRIS standard focuses on the learning environment – including the physical, the curriculum or program of learning, and adult-child interactions. When caregivers plan learning activities based on expectations for what children need to know and be able to do (i.e., developmentally appropriate), they are more likely to improve child outcomes.

Children with Disabilities

As awareness of children's needs grows, QRIS standards provide the opportunity to better address them. High quality programs are expected to encourage their teachers to undergo professional development focused on inclusive practices for children with disabilities and their families. This standard looks at evidence of how programs ensure they provide the best possible service to children with special needs – including adaptations, accommodations in the environment, inclusion, family education, and individualized care.

Family Engagement and Strengthening

Quality standards can promote family engagement, support families' involvement with their children's learning, and strengthen partnerships with families. Standards often include criteria about regular communication with parents that support children's learning and development and opportunities for parents to participate in children's activities, parenting education activities, and activities that support social networking or connections.

Leadership and Management

This domain focuses on good business practices and professionalism which are important to stay in business and retain personnel impacting continuity of care. It also covers program evaluation which helps to promote quality and continuous improvement.

LEVELS OF QUALITY

A star level rating allows parents and families know to what extent a facility is meeting quality standards in the six quality standards areas described above. ***The higher the star level, the higher the quality of the child care program***:

1) **Star Level 1** – The facility is still ***Learning About Quality***. The program is only meeting the most basic health and safety standards as set by the Child Care Licensing Program (CCLP) and the Child Care and Development Fund (CCDF). Star Level 1 is not considered quality.

2) **Star Level 2** – The facility is ***Moving Into Quality***. That means the staff and management are starting to take steps to prepare their program to become a higher quality program.

3) **Star Level 3** – The facility is ***Committing to Higher Quality***. Quality takes a lot of hard work and effort! Programs at Star Level 3 are seriously committing to improving their programs at a higher quality.

4) **Star Level 4** – The facility is ***Growing Into Higher Quality***. Star Level 4 programs are already doing things above and beyond basic child care. There is still room to grow, but you can tell the program cares more about helping your child learn in developmentally appropriate ways than just providing babysitting services.

5) **Star Level 5** – The facility is ***Thriving in Higher Quality***. Programs at Star Level 5 are doing the daily challenging work of providing high quality care for your children. Because they acknowledge that there is no such thing as a perfect program, the staff and management continuously look for ways to improve the services and care they offer.

PARTICIPATING IN REACH HIGHER, CNMI

QRIS PARTICIPATION

Any child care program that has been approved to receive CCDF funding will automatically participate in Reach Higher CNMI. Meeting and maintaining the quality standards defined in Reach Higher CNMI is required to receive CNMI CCDF funding.

Documents needed for the approval of new and renewal applications can be found in the Reach Higher CNMI Observation Checklist section 1-C (Appendix B) and in the CCDF application form (Appendix A).

NEW CCDF Programs

Application Timeline

Step 1 The program submits all CCDF requirements and undergoes an announced initial observation visit using the Reach Higher CNMI Observation Checklist.

Step 2 If the program meets all requirements for a new CCDF child care provider certificate, it will receive a CCDF certificate and qualify for subsidy funding.

Step 3 Within 90 days of certification, all current staff must complete the 12 preservice topics. Any new, incoming staff after the certification date will have 90 days to complete the 12 preservice topics.

Step 4 Although the program meets basic CCDF requirements at certification, the following Reach Higher CNMI/ QRIS requirements must be worked on during the first year to meet star 1 standards (See Appendix C for the Year 1 Checklist):

- ITERS-3 self-assessment, most current
- ECERS-3 self-assessment, most current
- SACERS-U self-assessment, most current
- Program Administration Scale (PAS) self-assessment, most current
- Handbook (QRIS compliant) - See Appendix D
- EPRRP (QRIS compliant) - See Appendix E
- Reach Higher, CNMI/ QRIS Orientation certificate
- Mandatory CCDF Orientation certificate for directors and second authorized person
- Coaching Orientation certificate

- Developmental screening training certificate (ASQ)
- Safe sleep practices – See Appendix F
- Daily health checks

Step 5 Upon renewal of their CCDF certificate, the program will, again, undergo an announced observation visit using the Reach Higher CNMI Observation Checklist. Star 1 indicators are verified at all renewal observations. A program must meet all star 1 requirements upon renewal.

Step 6 (a) Pass at Star 1 – The program continues to receive CCDF funding and will qualify for Star 1 incentives. The program may stay at star 1 for three years. Before the end of the third year, the program must request a new star level determination and earn at least a star 2.

(b) Does Not Pass at Star 1 – The program will no longer receive CCDF funding but may apply for a new CCDF certificate after six (6) months from the date of the adverse action letter. A program may continue to receive CCDF-sponsored training and technical assistance for three (3) months after the date of the adverse action letter.

Note on TB Clearance

All new employees who will have contact with children must undergo a tuberculosis (TB) test within 15 days from CCLP approval. Should a staff member exhibit symptoms or have been exposed to TB, they must also undergo a new TB test.

Note on Star 1 Determination

A new program may request for star 1 determination three (3) months after the date of their initial CCDF certification provided they are operating with children in care.

ONGOING CCDF Programs

Annual Renewal for CCDF Child Care Provider Certificate

Step 1 For CCDF certificate renewal, the program must submit all documents at least 60 days before the certificate's expiration. By day 59 from the certificate's expiration date, CCDF may not accept applications or supporting documents. Adverse action may be initiated.

Example:	June 30	Center Z expiration date
	May 1	Submission deadline for Center Z to submit all application and supporting documents
	May 2	Adverse Action may be initiated if application and documents are not submitted

Step 2 The Quality Care Specialist (QCS) will conduct an announced observation visit for renewal. The program will be given a reasonable time frame to fix any issues/ problem, and the QCS will return for an unannounced visit to verify compliance.

Step 3 The QCS will submit a cover letter of findings to the CCDF Office and the DCCA Secretary.

Step 4 The DCCA Secretary will sign off on renewal or non-renewal based on whether the program met all star 1 requirements.

Step 5. The child care director or their authorized representative will sign and submit an acknowledgment of the recommendation/ cover letter.

Renewal for certification is an ***annual*** requirement to continue to receive CCDF funding. Programs may schedule TA with coaches if needed to make sure they will meet all certification requirements.

Restrictions on Star Level Status

Centers that fail to request and complete their full QRIS observations to determine their new star level ***before*** the expiration of the time allowed to stay at stars 1 or 2 may be subject to adverse action.

Programs at Star 1

Beginning October 1, 2022, programs may stay at star 1 for a maximum of three (3) years. Star 1 standing is not quality. Indicators at this level merely show that the program meets the basic requirements to hold a CCLP Child Care License and CCDF Child Care Provider Certification. See below for the Procedure to Request Full QRIS Standards Verification Visit.

Programs at Star 2

Beginning October 1, 2022, programs may stay at star 2 for a maximum of three (3) years. While basic health and safety practices are in place, star 2 indicators show that programs are at the beginning stage of increasing their capacity to provide high quality care. See below for the Procedure to Request Full QRIS Standards Verification Visit.

Programs at Star 3, 4, and 5

Beginning October 1, 2022, programs may stay at stars 3, 4, and 5. However, all facilities are subject to check-in (mid-cycle) visits every year to verify and observe that the program continues to meet QRIS Standards. CCDF reserves the right to limit the number of years a program may stay at stars 3, 4, and 5. Non-compliance found during new, renewal, check-in (mid-cycle), or QRIS observations may affect a program's star level status, eligibility for CCDF certification, or lead to adverse action.

Procedure for New Star Level Determination

The full QRIS Standards Verification Visit is conducted twice a year: (1) March–April block and (2) August–September block.

A request for a full QRIS Standards Verification Visit must be submitted at least two months prior to the March–April or August–September assessment block schedules:

a) Submit a request before January 1 to request a full observation visit within March–April.
b) Submit a request before June 1 to request a full observation visit within August–September.

A full QRIS Standards Verification Visit will include (a) ERS observations by assessors who have been certified reliable on the scales and (b) use of the applicable QRIS Star Level Standards Checklist. When fully implemented, a PAS interview will also be scheduled.

Step 1 The program must submit a letter of request for a full QRIS Standards Verification Visit by email to CCDF's authorized QRIS agent/ consultant.

Step 2 Once the full QRIS Standards Verification Visit is complete, a post- assessment debriefing will be held to discuss observation results:

(a) If the program receives a higher star level – The program will receive the applicable CCDF incentives for that star level.

(2) If the program receives the same or lower star level – The program will receive the applicable CCDF incentives for that star level. The new star level determination is final. The program may request another QRIS Standards Verification Visit after a full six months from the last day of their most recent QRIS observation has passed. The program may request to be scheduled in the next March–April or August–September block past the six-month mark.

Step 3 Develop and work on QIPs.

Step 4 Coaching and Reach Higher CNMI check-in (mid-cycle) visits.

IMPORTANT TO NOTE: For full QRIS implementation, star level is final once a program undergoes an observation. There is no "practice" or going back to the previous star level. A program must wait 6 months or more to request a new observation. The observations for a new determination will be scheduled on the next assessment block schedule (March/ April or August/ September) past that minimum 6 months requirement.

Coaches do not conduct "practice" or "mock" assessments. Although they conduct full scale observations, their ERS observations are strictly for TA purposes and used to inform improvements.

Protocol for Informing CCDF of Any Program Changes

Once CCDF certification is approved, the following information/ documents are required to be updated on a regular basis:

- CCDF Child Care Provider Directory information
- Change in room or building capacity, as per the latest DPW approved floor plan
- Change in CCLP license

An amendment to the CCDF certificate will only proceed if the update is provided to the QCS promptly. The provider is solely responsible for informing the QCS of any changes regarding the above. The QCS will conduct an unannounced visit before issuing the amended CCDF certificate. The new rooms cannot be used for CCDF purposes until the Amended CCDF Certificate is issued.

FULL OBSERVATION VISIT

QRIS STANDARDS VERIFICATION (Star Level Determination)

During a full QRIS Standards Verification Visit, the QRIS assessor will evaluate a facility's overall program quality using the QRIS standards. To earn the star level for which a program applied, they must meet all standard indicators under that star level as well as all star levels before. The assessor will make several visits to the facility to conduct the following: one unannounced visit to focus solely on verifying documents and other supporting evidence and several unannounced visits to administer the QRIS Star Level Standards Checklist, the Environment Rating Scales, and the Program Administration Scales.

The following are helpful reminders:

- All supporting documents that provide evidence the program has met any given indicator must be easily accessible on the day of the observation.

- Any and all documents/ evidence requested by the observer must be provided by 11:59 pm on the observation day or the deadline date given by the observer. No documents/ evidence will be accepted past the 11:59 pm deadline.

- Documents not presented by 11:59 pm of the deadline date be marked missing or 'not provided,' and taken as evidence that the program ***did not meet*** the given standard indicator.

Each facility should conduct their own self-assessment using the QRIS Star Level Standards Checklist – the same form used by assessors during a full QRIS Standards Verification Visit (Appendix G). The checklist can be used to inform Quality Improvement Plans (QIPs) (Appendix H) and allow programs to see their areas of strengths and improvement at each star level.

Records Review

For standards that require a review of documents, documents may be reviewed and verified by two ways:

- Onsite (e.g. children's ASQ records, lesson plans, etc.)
- Virtual (e.g. ERS and PAS self-assessments, QIPs, handbooks, etc.)

Documents to be reviewed onsite must be organized and easily available to the assessor(s) at the time of the visit or by 11:59 pm of the deadline date.

For any updates made to an existing document (e.g. parent handbook, self-assessments, QIPs, etc.) in the shared Google Drive folder(s), the provider must inform the coaches and the Quality Care Specialist by email or via the notes feature of Google Drive documents.

Measurement Tools

Environment Rating Scales (ERS)

Reach Higher CNMI uses a series of three Environment Rating Scales (ERS) to measure age-specific program quality and as a tool for program improvement. These scales – or measurement tools – cover the broad range of developmental needs of children, including language and cognitive, social-emotional, and physical development, as well as concern for children's health and safety. The scales place an emphasis on interactions and the teacher's role in children's learning.

- ***ITERS***: Infant/ Toddler Environment Rating Scale assesses programs for children from birth to three years old.
- ***ECERS***: The Early Childhood Environment Rating Scale assesses programs for three through five-year-old.
- ***SACERS***: The School-Age Care Environment Rating Scale assesses group care programs for school-aged children five in kindergarten to 12 years old during their out-of-school time.

Use of a scale is determined by the age of at least 75% of the children in the group. For example, in a group of two- to three-year-old, there are seven three-year-old and three two-year-old. ECERS-3 will be used since 75% of children are within the ECERS-3 age range.

All early learning programs must achieve designated minimum ERS scores. These scores represent the foundational level of quality that all programs must have to reach Star Levels 2 to 5. Teachers, along with their aides, must complete an ERS self-assessment appropriate to their assigned children's age level and based on their most current environment or room placement. A completed self-assessment should be submitted for each age-level room/ classroom as part of the CCDF certificate renewal process.

Program Administration Scale (PAS)

The Program Administration Scale (PAS) scale was developed on the growing realization that the quality of early childhood programs should be determined by more than just the classroom learning environment. This scale reviews and measures the administrative practices that underlie an effective support system for teacher-child interactions to occur and for simulating classroom environments to be achieved and sustained.

Program administrators, specifically directors, are required to complete a PAS self-assessment every year and to draft a Quality Improvement Plan (QIP) based on the results.

Questions About Observation Results

Coaches and Quality Care Specialist(s) are not authorized to answer questions about the assessors, ratings, or scores received during the assessment period.

QRIS Assessors

Observations and verification visits are conducted by at least two (2) assessors. However, in a room that cannot accommodate two (2) reliable assessors (for example, due to room size or capacity limits), one (1) reliable assessor will suffice.

A QRIS assessor must have received direct training from the developers of the measurement tools and, at minimum, earned official certification as ***reliable*** in using and scoring the tools.

CCDF also requires the consulting team to have at least one ***anchor assessor*** for each tool. An anchor assessor has achieved certification status above and beyond what is required of a reliable assessor. An anchor assessor is qualified and authorized to interpret the application of indicators with direct consultation from the developers of the tools.

QRIS STANDARDS NOTES

STAR 1

Standards	Notes
HEALTH AND SAFETY	
(3) Staff-Child Ratio complies with CNMI Administrative Code.	**§ 55- 40.1-426 Staff Child Ratio and Group Size** **§ 55- 40.1-228 Staff- child Ratio**
(5) ITERS-3: Self-assessment completed for each infant and toddler room.	A NEW self-assessment must be completed if there is a change in teacher/ staff in the room and/ or change in room assignments and/or change in the physical room environment (i.e. renovations). Once the new staff has received an official notice of preservice completion by Evergreen Learning, the staff member can now be included in ratio and in a self-assessment.
(6) ECERS-3: Self-Assessment completed for each preschool room.	
(7) SACERS-U: Self-Assessment completed by each school age room.	
Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.	
STAFFING AND PROFESIONAL DEVELOPMENT	
(2) For all new providers and staff (including new directors): Completed the CNMI QRIS and coaching orientation sessions.	Refer to **Training and Professional Development** section of the QRIS Handbook for details. CCDF Memo FY21 No.7. CCDF Memo FY19 No.12
CHILDREN WITH DISABILITIES	
(1) Information on resources in the community is current and available for parents onsite.	Minimum 2 different sources of information.
FAMILY ENGAGEMENT AND STRENGTHENING	
(1) Program communicates with families.	Minimum 2 ways of communicating with families.
LEADERSHIP AND MANAGEMENT	
Revisions to the QRIS standards for leadership and management are pending the release of PAS3. Item numbers (#s) are likely to change. Full implementation is scheduled for FY2026.	

STAR 2

Standards	Notes
HEALTH AND SAFETY	
Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.	
STAFFING AND PROFESIONAL 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.	This is the only section of the QRIS Standards that is not a block. CCDF Memo FY21 No.7. CCDF Memo FY19 No.12
(3) All directors: Within the required 30 hours, 5 hours of training and/ or TA must be specific to PAS, business practice, and/ or leadership topics approved by CCDF.	Online training programs should be approved by CCDF.
CHILDREN WITH DISABILITIES	
(1) Information on resources in the community is current and available for parents onsite. The information comes from at least three (3) different sources.	Examples: DYS, library, MCHB, WIC, Early Intervention, CHCC, Family to Family, etc.
(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.	IEP/ IFSP are confidential documents. However, modifications for special needs should be evident in the lesson plan and observed activities.
(3) Staff working with child(ren) with special needs are trained in inclusive practices annually.	Online training programs should be approved by CCDF.
FAMILY ENGAGEMENT AND STRENGTHENING	
(1) Program communicates with families in at least three (3) different ways.	Examples: newsletters, memos, Facebook, website, bulletin board, communication notebook, emails, daily log sheets (infants), etc.
(2) Parent orientation must include informing parents of program policies.	(e.g., safe sleep practices, snacks, open door policy, developmental screening/ ASQ).
LEADERSHIP AND MANAGEMENT	
Revisions to the QRIS standards for leadership and management are pending the release of PAS3. Item numbers (#s) are likely to change. Full implementation is scheduled for FY2026.	

STAR 3

Standards	Notes
HEALTH AND SAFETY	
Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.	
STAFFING AND PROFESIONAL 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.	This is the only section of the QRIS Standards that is not a block. CCDF Memo FY21 No.7. CCDF Memo FY19 No.12
(3) All directors: Within the required 30 hours, 4 hours of training and/ or TA must be specific to PAS, business practice, and/ or leadership topics approved by CCDF.	Online training programs should be approved by CCDF.
CHILDREN WITH DISABILITIES	
(4) All teaching staff are trained in inclusive practices annually.	Online training programs should be approved by CCDF.
FAMILY ENGAGEMENT AND STRENGTHENING	
(1) Social and educational events and opportunities to volunteer are provided for families (at least one example of each).	Examples: Family fun day, cultural day/ carnival, book reading, Christmas program, etc.
(3) Program provides training to parents and families on written policies or best practices, at least once (1) a year.	Parent orientation would not be credited under this indicator. Examples of training in best practices might be a separate and more in-depth session on safe sleep practices, nutrition policies, etc.
LEADERSHIP AND MANAGEMENT	
Revisions to the QRIS standards for leadership and management are pending the release of PAS3. Item numbers (#s) are likely to change. Full implementation is scheduled for FY2026.	

STAR 4

Standards	Notes
HEALTH AND SAFETY	
Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.	
STAFFING AND PROFESIONAL 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.	This is the only section of the QRIS Standards that is not a block. CCDF Memo FY21 No.7. CCDF Memo FY19 No.12
(3) All directors: Within the required 30 hours, 3 hours of training and/ or TA must be specific to PAS, business practice, and/ or leadership topics approved by CCDF.	Online training programs should be approved by CCDF.
CHILD GROWTH AND DEVELOMENT	
(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.	Must be evident in the lesson plan. Evidence would be: ● Domains are included in the lesson plan. ● Teacher is showing intentionality. Development of domains are evident in the activity children are engaged in and/ or the interaction(s) between children and provider. For example, use of redirection and positive guidance for behavior management or when conflicts arise; use of math language during block play; etc.
Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.	
CHILDREN WITH DISABILITIES	
(4) All teaching staff, including director, are trained in inclusive practices annually.	Online training programs should be approved by CCDF.

(5) Inclusive practices are evident, and program is applying IEP or medical/ health care plan of the child.	IEP/ IFSP are confidential documents. However, modifications for inclusive practices should be evident in the lesson plan and observed activities.
FAMILY ENGAGEMENT AND STRENGTHENING	
(1) One-parent teacher conference is conducted during the year.	A PTC is a formally scheduled meeting between parents/ guardians and the room teachers. Meeting occurs in a dedicated space/ room/ area where there are no children - even if the conference is scheduled during center hours.
(3) Program provides training to parents and families on written policies and best practices, at least two (2) times a year.	Parent orientation would not be credited under this indicator. Examples of training in best practices might be a separate and more in-depth session on safe sleep practices, nutrition policies, etc.
LEADERSHIP AND MANAGEMENT	
(2) ITERS-R: Minimum rating of 4 for item #37 Staff Continuity.	Evident in staff sign in/sign out sheet in classroom.
Revisions to the QRIS standards for leadership and management are pending the release of PAS3. Item numbers (#s) are likely to change. Full implementation is scheduled for FY2026.	

STAR 5

Standards	Notes
HEALTH AND SAFETY	
Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.	
STAFFING AND PROFESIONAL 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.	This is the only section of the QRIS Standards that is not a block. CCDF Memo FY21 No.7. CCDF Memo FY19 No.12
CHILD GROWTH AND DEVELOMENT	
Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.	
CHILDREN WITH DISABILITIES	
(4) All teaching staff, including director, are trained in inclusive practices annually.	Online training programs should be approved by CCDF.
(5) Inclusive practices are evident, and program is applying IEP or medical/ health care plan of the child.	IEP/ IFSP are confidential documents. However, modifications for inclusive practices should be evident in the lesson plan and observed activities.
FAMILY ENGAGEMENT AND STRENGTHENING	
(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).	Parent feedback informs program policies, procedures, and/ or practices (e.g. addressing children who bite). Examples: surveys, questionnaires, feedback meetings
(3) Program provides training to parents and families on written policies and best practices, at least three (3) times a year.	Parent orientation would not be credited under this indicator. Examples of training in best practices might be a separate and more in-depth session on safe sleep practices, nutrition policies, etc.
LEADERSHIP AND MANAGEMENT	
Revisions to the QRIS standards for leadership and management are pending the release of PAS3. Item numbers (#s) are likely to change. Full implementation is scheduled for FY2026.	

QUALITY IMPROVEMENT PLANS (QIPs)

Continuous Quality Improvement

Planning for quality improvement is at the heart of Reach Higher CNMI /QRIS. Quality Improvement Plans should be used to help you with identifying areas of strength and areas of potential growth or improvement in your child care program. A QIP is a "roadmap" to guide you in continuous quality improvement. It will guide your work as you focus on any quality elements you would like to improve, and it will guide your coach to help you meet all your quality goals.

The purpose of your QIP is to develop, clarify, and direct your quality improvement efforts. It will help you create action plans to meet your individual goals using the QRIS Star Level Checklist, the Environment Rating Scales (ERS): ITERS for infants, toddlers, and/or infant/ toddler programs; ECERS for preschool programs; SACERS for school age programs; and the PAS for administration. Your QIP documents your achievements and supports your quality improvement work. Furthermore, you can use it to track your progress and plan for your annual Incentives Expenditure/ Incentives spending, if applicable.

Developing your QIPs is the first step you and your coach will take after your rating is completed. You are highly encouraged to address areas from the ERS, PAS, and/ or QRIS Star Level Checklist where you believe there is an opportunity for growth. Your QIPs should also reinforce your mission, vision, values, and elements you are passionate about.

Your coach will use your QIP as their guide to help and support you in meeting your goals. They will assist you in reviewing and tracking your progress. Because facilities and providers may encounter changes in their program, QIPs can be updated or modified as needed. A QIP is a live document and is consistently referred to and updated as goals are being met and fulfilled.

The CNMI CCDF requires all centers to submit a QIP for each of their programs: infant, toddler, infant/ toddler, preschool, and school age. Use the forms developed by CCDF ***and*** submit only typed (not handwritten) QIPs.

Program Administration Scale (PAS) QIP

The PAS QIP is a type of quality improvement plan that is specific to leadership and management. In collaboration with a coach, the administrator will identify areas from the PAS for actionable improvement. The improvement may address their own professional growth as a leader or their management of the facility.

OBSERVATION VISITS FOR COMPLIANCE

OTHER OBSERVATION VISITS

Star levels are valid for as long as a program maintains QRIS standards. A check-in (mid-cycle) visit serves a variety of purposes: a) to observe new and ongoing programs for CCDF certification, b) to provide follow-up to a certification visit, c) to oversee compliance when there are new environment or staff changes, or d) to verify that the program continues to practice basic health and safety measures. All programs will be subject to one announced observation visit for new and renewal CCDF certification and a number of unannounced check-in (mid-cycle) visits (as needed) within the fiscal year. The Quality Care Specialist (QCS) will randomly check for compliance to indicators throughout the year.

Reach Higher CNMI (QRIS)/ CCDF NEW Child Care Provider Certification

During a new certification visit, the QCS verifies compliance to basic CCDF requirements for child care provider certification eligibility.

Reach Higher CNMI (QRIS)/ CCDF RENEWAL Child Care Provider Certification

The renewal observation visit is an annual requirement for a program to continue qualifying for CCDF Child Care Provider Certificate. During the renewal visit, the QCS verifies all Star 1 indicators and basic CCDF requirements to be eligible for child care provider certification.

Check-In (Mid-Cycle) Observation

The QCS conducts differentiated observations:

- After the initial announced visit, the QCS will use the observation to decide what to follow up on for the next observations.
- The unannounced new and renewal visits can each count as a check-in (mid-cycle) visit.

The focus of a check-in (mid-cycle) observation will depend on the program's star level and the results of previous observations.

OBSERVATION TOOL: Reach Higher CNMI (QRIS)/ CCDF Observation Checklist

1. This tool is used for the whole program by the Quality Care Specialist who documents all observations. Non-compliance issues are recorded along with the consequences for each.

2. An exit interview is conducted at the end of the visit. The results are discussed with the facility director/ authorized representative. The observation report is acknowledged at the end of the meeting.

3. During the exit interview, the QCS makes recommendations for areas of non- compliance (e.g. immediate fix, referral to coaches for TA).

4. The QCS conducts a follow-up observation visit at least 14 days from the initial observation to determine if issues of non-compliance have been resolved or warrant further intervention.

5. The QCS provides the final signed copy of the completed observation checklist to the provider/ center director after 14 working days.

6. The final report is uploaded to the website within 30 days of completion, in compliance with the federal consumer education mandate of the CCDBG Reauthorization.

Observation Checklist Notes

The following are clarification notes for several Reach Higher CNMI/ CCDF Observation Checklist indicators. For the complete copy of the tool, refer to Appendix B.

Indicator/ Requirement	Notes
(1-C) Complete CCDF application	• The QCS will check inventory from the last 3 years. However, the inventory must be updated annually. CCDF reserves the right to request copies of inventory lists dated earlier than the previous 3 years. • The EPRRP policies and procedures of all programs are already in place. The program should highlight the sections that are new/ revised/ updated (e.g. staff roster, staff assignments). Resigned staff should no longer be on the EPRRP; their name(s) in the EPRRP must be replaced with currently employed staff and highlighted for verification. • The EPRRP requires more than the written document. Upkeep of logs, staff, procedures, equipment, etc. are necessary to ensuring the program can react quickly and efficiently to an emergency. The QCS may verify that the plan is actually being implemented. Verification may include check on logs and fire safety equipment.
(2-E) EPRRP plan	• The QCS will stamp the EPRRP as “approved” after verifying the drill logs and other aspects of the plan during the initial announced visit. The QCS will send the EPRRP for approval to the CCDF office after verifying the drill logs and other components of the plan during the initial announced visit. CCDF will stamp the EPRRP as “approved”.

(3-A) All teaching staff of children ages 0 to 5 ½ (66 months) have been trained on the Ages and Stages Questionnaire, latest edition.	• Within one year of CCLP approval, the new teaching staff must be trained on the ASQ. The introductory training is offered through Brookes Publishing (at a cost) and through CCDF's approved training vendor. • ASQ is counted towards the 30 hours PD requirement.
(3-C) For new families enrolled at the facility, developmental screening is completed within 45 days after enrollment.	• Beginning FY2022, the QCS will be looking at more current child rosters.
(3-D) Developmental screenings are done once annually at a date and time determined by the program.	• Quality practice is to screen every 4-6 months until the child is at age 2 yrs., then every 6 months until age 5, and as often as needed for those who fall below the cutoff. However, what CCDF requires and will verify is once a year.
(3-E) Results of the child's ASQ should be discussed with parents/guardians and get consent to refer if needed.	• Documentation showing the program reached out to parents is sufficient evidence. It is the parents' choice to meet with the provider and to see results. (Rule of thumb from special education: At least three types of attempts made (e.g., teacher's note home, call, email) • Types of accepted documentation might include an ASQ PTC form, parent letter or agenda that includes ASQ in the items for discussion, parent logs, photos.
(4-C) For 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.	• Training that the director is required to complete would depend on which rooms they typically work with (e.g. if they float for all classrooms, then they would also need the annual health and safety training for infants/ toddlers. They're considered a floater for all ages).
(6B, 6-C, 6-D) ERS self-assessments	• Training in any ERS scale is highly recommended, but not required. • To meet QRIS star 1, the teacher who completed the given ERS self-assessment must be the teacher assigned to that age level. For example, a preschool teacher should not complete a self-assessment for an infant room she is not assigned to – unless the teacher is newly approved to teach that age level. • Roster must reflect the names of the teachers assigned to the room or group of children
(4-F) 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. Any	• The staff is allowed their full 90 days to comply, regardless of when they received CCLP approval – at the beginning, middle, or end of the fiscal year. • Beginning FY2023, only the pediatric CPR/ FA will be required to be taken face to face.

new staff that is counted in ratio must have completed their required 12 preservice topics within 90 days of approval from CCLP.	
(4-G & 4-H) Orientation requirements	• Recommendation: The orientation must be completed within the current fiscal year (FY). However, if the staff was hired within a week of the registration deadline or after the training was conducted, then they can register for the first orientation offering in the new FY. • Example: Teacher J was approved on September 25, 2022. The last orientation is scheduled for September 29, 2022. Because Teacher J missed the registration deadline for the last orientation of FY2022, she must register for the first available orientation in FY2023.
(5-A) Parents have unlimited access to their children during normal hours of operation.	• As of August 11, 2022, CDC's updated guidelines do not include language that requires children to be isolated from parents while they are in center-based care. Also note that the requirement for cohorting children has been removed.
(6-A) Daily health checks are conducted upon arrival	• Providers may use their own format. • The health check must be conducted upon the child's arrival at the center.
(8-C) All adults who are allowed to care for infants (i.e. lead teachers, floaters, aides, substitutes, and volunteers) received a copy of the Safe Sleep Policy and additional educational information.	• This indicator is simply verified through the inclusion of safe sleep policies in the parent handbook and/ or wall postings. • Visitors do not typically care for the children. • Any brochures, flyers, posters, or printed materials that disseminate information about safe sleep practices will count as evidence.

Protocols for Quality Care Specialist Onsite Observation Visits

- As much as possible, the QCS will try to avoid speaking to teachers. However, if information (e.g. the approved DPW floor plan, staff/ child rosters, lesson plans, or schedules) are not conspicuously posted, he/ she may need to approach staff in the room.
- The QCS will note all observations and non-compliances in the observation checklist.
- Staff members, including directors and administrators, should avoid following or shadowing the QCS to avoid the impression that they are trying to exert undue influence on the observation or the report. The QCS will approach the director or administrator if he/ she has any questions.

CCDF DECISIONS ON NON-COMPLIANCE

CCDF makes the final decisions regarding non-compliance found during new, renewal, check-in (mid-cycle), and QRIS observations. The issues of non-compliance may affect star level status, eligibility for CCDF certification, or lead to adverse action.

Consequences and Courses of Action for Non-Compliance

- **Immediate Fix/ Action** – Some issues (e.g. missing outlet cover or roster) found during an observation can be addressed or corrected before the observer leaves the premises. In such cases, the provider must take immediate corrective actions on the environment, their practices, or procedures. Regardless of the severity of the non-compliance, federal guidelines for increasing parent knowledge of child care requires the QCS to report all observations. Issues that are fixed immediately must also be included in the observation report.
- **Referral for Coaching or Training** – Deficiencies that require further support be given through technical assistance and/ or training (e.g. safe sleep practices).
- **Remedial Action Plan** – Specific, actionable written plan to address non-compliance. The remedial action plan must include the necessary steps to address the issue, the timeline for completing the remedial action, and the persons responsible for carrying out action steps.
- **Adverse Action** – Process that initiates loss of CCDF funding. An adverse action letter notifies the program that they are at risk of losing CCDF certification and includes the date when the adverse action (loss of CCDF funding and certification) takes effect. Adverse action will result from systemic failure to address non-compliance or from circumstances that endanger the life of a child/ children. Adverse action may also be initiated when a program fails to meet basic CCDF child care provider eligibility requirements and/ or CCLP licensing requirements. Protocols for adverse action may be found in the CCDF Rules and Regulations, section 55-60-601.

CCDF Child Care Certification After Adverse Action

A program may reapply for CCDF certification after 6 months from the date of the adverse action letter. The program will be considered a "new" CCDF provider upon approval of their application. In addition, the program will be included in the CCDF directory to give parents notice of their availability to enroll subsidized children in the program.

The Quality Care Specialist must not be contacted regarding CCDF decisions based on observation or check-in (mid-cycle observation visit) reports. Once the observation has been completed, the observation report and recommendations are forwarded to CCDF for final approval. Once approved, the documents are submitted to the Office of the DCCA Secretary. An adverse action becomes the authority of the Office of the DCCA Secretary.

REACH HIGHER CNMI INCENTIVES

Things to Keep in Mind

- Once a full review is warranted by loss of a star level, the funding will continue at star 1 level for at least 6 months. Thereafter, the program may undergo an observation visit to verify compliance to their previous star level. The observation visit may be a renewal announced, unannounced, check-in (mid-cycle), partial or full QRIS Observation – whichever is most applicable.

- Double-Dipping Violation: Any incentives that were distributed prior to the loss of a star level may not be requested again until a new full observation has been conducted and/ or a full year has passed. Being returned to the previous star level without a full observation does not automatically restart the full set of incentives. However, any incentives that were not requested or availed from the original star level may be requested upon restoration of the star level without a full observation.

- Programs should start processing the incentives corresponding to the star level after receiving the star level determination.

Incentive Reimbursement Procedure

Background: Reach Higher CNMI provides available resources to support providers' quality childcare efforts. Providing incentive awards to childcare facilities aims to improve outcomes for children and promote Reach Higher CNMI. This document will assist child care programs in creating written justifications for the use of financial incentive awards.

Award Justification: As a recipient of the CNMI QRIS financial incentive award, it is your responsibility to expend incentive award funds in a manner that supports the CNMI QRIS and your efforts to improving quality child care. A written justification of incentive award expenditures will assist in meeting this responsibility. Justification should include the rationale, which quality standard is being addressed, outcomes for children, and a spending plan.

A. The rationale includes the underlying reasons and choices made in award spending. The rationale should be provided to justify expenditures of the following: equipment and supplies/materials, professional development, small renovations to address the health and safety category, staff compensation, and other expenses.

B. Identifying the quality standards (such as those indicated in the CNMI QRIS) as a basis for decision-making will help programs make better decisions toward higher levels of quality. Sources may include but are not limited to the following:

* CNMI QRIS Standards and indicators * Environment Rating Scales (ERS) * CNMI Early Learning and Development Guidelines * Caring for our Children * CCDF Provider Requirement * Child Care Licensing Requirement

C. Outcomes: As a result of this incentive award, how will the program improve? How will this affect children? How will this be evaluated?

D. Spending Plan: Programs should describe how this particular spending is part of a long-term goal that will address higher quality.

E. Types of Incentive Awards: Programs that reach star level 2 and above can expect to receive the following forms of incentive awards:

> **Tiered Reimbursement Award** is given monthly for CCDF families only. This award provides additional support and/or incentives to programs in their efforts towards higher quality childcare services.
>
> **Children with Special Needs Award** provides financial support to providers to assist in the care of children with special needs.

Program Expense Award can be used towards program improvement (e.g. renovations, educational materials, curriculum support, and/ or additional compensation/ incentives) staff.

Equipment and Supplies/Materials. Should the Center lose its CCLP License and/ or CCDF Provider Certificate within a year after receiving the Program Expense Award, the items must be returned to CCDF. Items must be returned within 30 calendar days of losing the license and/ or certificate.

Any and all educational materials and equipment purchased through the QRIS incentive award spending should be included in the overall inventory listing of the program. The program's inventory listing should be updated as necessary. It is the responsibility of the program to provide documentation of educational materials that are no longer appropriate for use. Documentation should include, at a minimum, photos of the broken materials, etc. Items considered as marketing materials, office supplies will not be approved. The items requested must be justifiable under the program's QIP.

Minor Renovations - Health and Safety. The provider must show proof that he/she will be in the same facility observed through the QRIS at least 12 months from the approval of this Program Expense Award. Failure to show proof will mean automatic forfeiture of the incentive and/or disapproval for this purpose.

Staff Cash Award supports the staff's efforts towards higher quality child care services. Payment is to be made directly to the staff, provided they are verified by the CCDF-QRIS authorized agent/ consultant.

Professional Development (PD) Award provides financial support to providers to access training and/or professional development (PD) that are not free of charge. To pay for child care services for the center staff in order to attend the training/PD.

In order to begin the processing of QRIS Incentive awards, the following procedures and restrictions should be followed:

Completion of the Incentive Forms, Allowable expenses and Documentation Needed. These are specific to the following:

A. Tiered Reimbursement Award (Monthly for CCDF Families Only)

I. **Allowable Expenses:**

a. Not restricted. Program may choose to spend this amount per their discretion
b. Training and PD
c. Purchase of educational materials/equipment
d. Minor renovation

e. Staff salaries/benefits

II. Documentation needed and must be presented:

a. Automatically processed by CCDF upon presentation of program's Star Level

III. Allowable conversion:

a. At the discretion of the program.

B. Professional Development/ Training Incentives- Annual

I. Allowable expenses:

a. Registration fees
b. Certificate fees
c. Child care services

II. **Documentation needed and must be presented:**

a. Receipt for child care services
b. Receipt for registration fees for training/PD
c. Certification that provider completed the training
    1. Certification must have the following details:
        i. Training Title
        ii. Date
        iii. Facilitated by

III. **Allowable conversion (Must present justification approved by CCDF for the conversion of this incentive). Justification must reflect the program's Quality Improvement Plan or QIP.**

a. Purchase of educational materials/ equipment for all or certain age group
b. Cash incentives to center staff (amount for each staff members at the discretion of the center director)

C. **Children with Special Needs Award**

I. Allowable Expenses:

a. Registration and/or certificate fees for training/PD
b. Minor renovation to be compliant with the American Disabilities Act (ADA)
c. Purchase of educational materials or equipment
d. Cash incentives to staff members who provide direct care to the child with special needs.

II. **Documentation needed and must be presented:**

a. Invoice to CCDF that contains a list of CCDF children with special needs to be verified by the Subsidy office.
b. For training: See number letter B. II.bc
c. For renovations, purchase of materials, equipment: Receipts
d. Cash incentives to staff: Cancelled check made to the name of the staff members.
e. Pay stubs or payroll records indicating the QRIS staff cash incentive payment.

III. **Allowable conversion:**

a. None

D. Cash/ Staff Incentives (Annual)

I. Allowable expenses:

a. Cash incentives paid out directly to individual staff members. Amount per staff to be determined by the director.

II. **Documentation needed and must be presented:**

a. Cancelled check made out to the name of the staff members
b. Pay stubs or payroll records indicating the QRIS staff cash incentive payment.

III. **Allowable conversion:**

a. None

E. **Program Expense Award (Annual)**

I. **Allowable expenses**

a. Minor renovations
b. Purchase of Educational Materials and Equipment
c. Curriculum support
d. Additional compensation/ staff incentives. Amount per staff to be determined by the director.

II. **Documentation needed and must be presented:**

a. Receipts and verification of items purchased. To be verified by CCDF Staff or CCDF QRIS Authorized agent/ consultant.
b. For additional compensation/incentives: See letter D.II.a,b
c. Vouchers
d. Acknowledgement receipts signed by staff

III. Allowable conversion

a. None

NOTE: If a program requests a conversion or adjustment not included in the allowable conversions, it must submit a letter of justification to the CCDF-QRIS authorized agent/consultant for CCDF approval.

Compliance

Within 30 calendar days of receiving a star level, the program will submit **CNMI QRIS** forms for children with special needs, professional development, staff cash, or program expense award incentives. The Program expense form is specific to the purchase of equipment, supplies, materials, minor renovation, and other expenses, such as training, printing, staff transportation allowance, additional staff cash incentives, etc. Requests for hotel accommodations and airfare will not be approved.

The **Final Submission Checklist** is used to list all expenses incurred by the program for the year as well as the final expense report. This form is due by the upcoming July 30 following Program Expense Award was spent. Failure to comply with this could result in the Provider returning the incentives funds to the CCDF Program. In addition, all Providers are reminded that:

i. Funds must be expended within the fiscal year.
ii. It is the responsibility of the provider to complete all documents related to the Incentives.
iii. CCDF Program may provide Technical Assistance (TA) regarding expending funds provided a written request is made by the provider. This TA will not count towards the number of hours for QRIS Activities.
iv. Failure to provide the necessary documents related to the expenditures will mean automatic non-payment by CCDF.
v. CCDF reserves the right to request for **additional documents** related to the expenditures if and when needed.
vi. CCDF QRIS authorized agent/ consultant will only allow one-time adjustment of the approved proposed expenditures.

Furthermore, a provider needing to make changes must:

1. Re-submit the updated necessary form(s) and attach documents as needed.
2. The provider has one week to make the required adjustments. After the changes are made, the forms will be considered final.

vii. **This is a reimbursement process.** Any amount that will not get spent and/or disapproved through this incentive award application will be automatically forfeited. All reimbursements should be completed and expended within the current fiscal year from the time a star level was received.
viii. Any alterations or changes to the QRIS Incentive forms will consider the application **null and void** and will be automatically disapproved.

Submission

The following timeline will be followed with respect to submissions of the program award expense documents:

Step 1	Within 30 calendar days from receiving an official notification of a star level determination, providers must submit a request for incentives (i.e. program incentives, children with disabilities, staff cash incentives, PD incentives)
Step 2	Within 2 weeks from the date of submission, the CCDF-QRIS authorized agent will review the rationale, attached documents, QIP, etc., and make a recommendation for approval or disapproval of the request. CCDF makes the final decision.
Step 3	Providers will make the necessary purchase. CCDF understands that shipment may take one to two months.
Step 4	Before July 30 (current year for March/ April observations, next year for August–September observations), providers should submit all final documents to the

CCDF-QRIS authorized agent. If the provider is still awaiting shipment and inventory, CCDF will hold the reimbursement payment until the verification process is complete.

Acknowledgment Receipt

By initialing on each line, you acknowledge that you have read and agreed with each statement.

1. _____ I am aware that I must submit the QRIS Incentive Expenditure Application Final Submission Checklist on or before July 30 of the current fiscal year.

2. _____ I am aware that CCDF will no longer accommodate any request after July 30 of the current fiscal year.

3. _____ I understand that any documentation, materials, equipment and/or minor renovation requested under this incentive must not be used in any other funding sources.

4. _____ I understand that CCDF has the right to request additional documentation at any point in time.

5. _____ It is my responsibility to communicate with the CCDF-QRIS authorized agent/ consultant for any questions, clarifications and/or concern I may have.

6. _____ I understand that any unauthorized alterations or changes to the QRIS Incentive Forms will result in the application being null and void and will automatically be disapproved.

TECHNICAL ASSISTANCE

Technical assistance (TA) may take the form of coaching, mentoring, and/or QRIS consultation visits to your program. CCDF's authorized TA specialist/ consultant will conduct onsite visits based on their coaching model. Child care staff and administrators should schedule with the TA specialist for assistance on any aspect of the quality initiative (e.g., best practices, learning about assessment scales, meeting requirements). Contact hours with a TA specialist/ consultant are credited towards CCDF's required annual professional development hours.

Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting and achievement for an individual or group.

Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.

Mentoring is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

Ongoing or in-service training is PD in which early childhood professionals engage to enhance their skills and remain current regarding knowledge and practice in the field. In-service training may be required for early childhood professionals to continue serving in a role.

QRIS Orientation

A new director, the identified QRIS lead, or their second point of contact is required to attend a CCDF orientation annually. In addition, new providers are mandated to complete both a QRIS/ Reach Higher CNMI orientation **and** a coaching orientation within one (1) year of their CCLP approval date. The QRIS orientation will focus on procedures and any changes/ revisions made to Reach Higher CNMI, the QRIS system. The coaching orientation will introduce providers to the coaching process (e.g. goal setting, activities, expectations, etc.). To view the latest version of the Professional Development Calendar for CCDF Providers go to www.childcare.gov.mp.

For ongoing programs, a Reach Higher CNMI update meeting will be scheduled if there are major changes to announce. Updates may also be released via email, memorandum, orientation content, and other written means.

A separate coaching orientation will be scheduled, if requested or deemed necessary. Programs should also refer to the copy of the Reach Higher CNMI Handbook on the CCDF website at www.childcare.gov.mp. The uploaded document will include the most current version of Reach Higher CNMI policies and procedures.

Mandatory Orientation Per Fiscal Year

1. **Coaching and QRIS orientation** are mandatory for all **new** providers and must be completed within one (1) year of their CCLP approval date.
2. **CCDF orientation** is a mandated **annual** requirement for all directors or any program's authorized representative.

Failure to complete the orientation requirement may affect CCDF certification renewal.

TRAINING AND PROFESSIONAL DEVELOPMENT

Things to Keep in Mind

PAS training – Only those who meet the administrator's definition and their QRIS secondary contact can attend. Administrator refers to the person who has the primary responsibility for planning, implementing, and evaluating the early childhood program. Role titles for administrator vary and may include director, manager, coordinator, or principal.

Introduction to ASQ-latest edition training – This training is a requirement for new teaching staff who are assigned to work with infants, toddlers, preschoolers, and all age groups. The training must be completed within one (1) year from the staff's CCLP approval date.

ASQ-latest edition refresher – This workshop is meant for teachers who have completed the *Introduction to the ASQ-latest edition* training.

Priority participants will be noted in the professional development calendar. Please read training details carefully for the specifics of the intended audience and with maximum capacity.

Pediatric CPR/ first aid – Training must be taken face to face.

NEW PROVIDERS: Preservice Health and Safety Training

The 12 health and safety topics must be completed by a new provider within 90 days of approval from CCLP. A ***new provider*** is defined as a teaching staff or anyone who works directly with children – to include floater, part time substitute or long-term substitute (within the organization or through an agency or manpower). A new provider who is working towards completing their training requirements may not be counted in ratio, assigned an age group, or left alone with children. They must be supervised by another staff who has completed the preservice training topics, and the new provider will still not count in ratio until they complete the training.

To be given full credit for a preservice topic, providers must take the specific topic titles listed in the CCDF preservice Texas A&M chart (see Appendix I). The courses can be completed through CCDF QRIS authorized trainers or online via Texas A&M.

Approval of preservice training source

Preservice health and safety training topics taken online must be approved by CCDF. Only training approved by CCDF will be counted towards professional development hours (CCDF Memorandum: FY19No.7).

Notice of Consequence for Failure to Complete the Preservice Training

A new provider who has not completed the 12 preservice training topics within the 90 days period will receive a notice of consequence (see Appendix J). The provider should be removed immediately from the classroom and should not be allowed to work with children either as a floater or as a substitute.

Compliance to the Preservice Training

The 90 days given to new providers to complete their 12 preservice training topics serves as a time limit within which the requirement must be met. It is not a CCDF-imposed employment probationary period.

Given providers' timely completion of the preservice training, the CCDF authorized QRIS agent/ consultant can move forward with processing a completion notice email and the certificate of the preservice completion.

Together, the completion notice email and the preservice completion certificate serve to inform a program that a new provider is eligible to be included in the ratio, be assigned an age group, and be left alone with children (within the appropriate ratio).

Notice of Completion Email

A completion notice email may be sent at any time before the 90 days expires given two conditions are met: (a) the provider completed their 12 preservice training topics ***and*** (b) PD hours and certificates are submitted in full. Within 3 business days of meeting all conditions, the CCDF authorized QRIS agent/ consultant will send a completion notice email and attach the certificate of the Preservice Completion.

The official date of 12 preservice training topics completion will be based on the last topic's completion date.

Certificate of Preservice Completion

The Certificate of Preservice Completion (see sample in Appendix K) will be attached to the completion notice email. It is a document that details when the new provider completed each of the required 12 topics. It is the property of the provider and may be submitted to their new center upon transfer.

A certificate of completion is valid for transfer or rehire only if the provider (a) has no pending violations or non-compliance issues, (b) the pediatric/ first aid CPR is valid (not expired), and (c) the gap in employment is less than a year, and (d) no 12-month period has lapsed since the provider last completed a required health and safety topic. If all conditions are met upon transfer or rehiring, the

provider will be considered as “ongoing” for purposes of annual training requirements. The staff will only be held accountable for the annual topics required for the age level they are assigned to in the fiscal year. As such, they may be counted in ratio and allowed to supervise children.

Disclaimer: A current employer may require their staff to retake preservice training in part or in full. CCDF will not overstep a program-specific policy regarding additional or more stringent training requirements.

Newly Certified CCDF Centers

The start of the 90-day preservice requirement for all the staff of a newly certified center will begin on the center’s CCDF certification date.

> Ex: Programs’ CCDF Provider Certification date: February 1, 2023
>
> For all staff on the roster as of the certification date, the 90 days allotted for completing their preservice training requirements begins February 1, 2023 and ends May 1, 2023.

Any staff member hired after that date must follow the 90-days preservice deadline that begins on their CCLP approval date.

Preservice training certificates completed within a year before either the new CCDF provider certification date (for staff already on the roster) or the CCLP approval date (for newly hired staff) can be credited towards the 90 days requirement.

Note for New Providers Hired Towards the End of the Fiscal Year

Some providers are approved for employment by CCLP towards the end of the fiscal year (FY) – from mid-July to September 30. Their 90 days period to complete the 12 topics may extend into the new fiscal year – beginning October 1. The provider under such circumstance may consider the following conditions and select the best option for them:

1. Health and safety training hours will count towards the ***next*** FY only if the completion certificate of the last topic is dated ***after*** October 1.

2. Health and training hours will count only towards the ***current*** FY if the completion certificate of the last topic is dated ***before*** October 1.

ONGOING PROVIDERS: Training Requirements

30 hours of ongoing training/ TA hours – The CCDF provider is responsible for ensuring their staff's completion of the annual 30 hours of training and TA. The provider may exceed the 30-hour requirement and may take any training from other sources, provided it is related to their current role, duties, and responsibilities (MemoFY19No.7). CCDF highly encourages *all* providers to plan accordingly and to establish a *system* for ensuring that this requirement is met to continue receiving CCDF Funds.

Providers for all age groups – Providers identified as a caregiver/ teacher for all age groups must complete all ongoing health and safety training topics for all age groups (CCDF Memorandum: FY21 No.5).

Required annual health and safety topics – Effective October 1, 2021 (FY2022), all CCDF providers must complete/ participate in specific health and safety training as indicated below (Memo FY21 No. 7 emailed to CCDF providers April 27, 2021):

Child Care Staff	Topics that must be taken Annually	Topics that must be taken every 2 years	Topics that must be taken every 3 years
All child care staff who have direct responsibility for the care of children (includes directors, teachers, assistant teachers, caregivers, aides, and floaters)	● Prevention of and response to emergencies due to food and allergic reactions ● Child Development ● Recognition and reporting of child abuse and neglect	● Pediatric First Aid and CPR Certification Note: At least 1 provider in each age group	● Prevention and control of infectious diseases (including immunization) ● Administration of medication, consistent with standards for parental consent
In addition, all child care staff who have direct responsibility for the care of infants and toddlers	● Prevention of sudden infant death syndrome and use of safe sleep practices ● Prevention of shaken baby syndrome and abusive head trauma	● Pediatric First Aid and CPR Certification	

Science of Early Learning training modules such as The Growing Brain and Mind in the Making (MITM) can be counted towards the ongoing annual training requirement on Child Development.

Duplicate health and safety Training Credit - Topics facilitated by CCDF's authorized training vendor will be priority over approved online options (i.e., Texas A&M). This means that the same topic will only be counted once.

Staff who transfer to another center or are rehired by the same center (e.g. those affected by 'touchback'). Considered "ongoing" only if the following conditions are met, the provider (a) has no pending violations or non-compliance issues, (b) the pediatric/ first aid CPR is valid (not expired), (c) the gap in employment is less than a year, and (d) no 12-month period has lapsed since the provider last completed a required health and safety topic. The center must request validation from CCDF's authorized QRIS agent/ consultant to officially consider the staff as "ongoing," ensuring that all

conditions are met upon transfer or rehiring. If the conditions are met, the provider will be considered as “ongoing,” and they may be counted in ratio and allowed to supervise children.
Transferees or rehires will be held accountable to “ongoing” staff requirements (i.e. completing the annual health and safety training topics for the age level to which the provider will be assigned and completing a total 30 hours of combined training and technical assistance) based on the following schedule:

(a) Those coming in before or by March 30th must meet the requirements on or before September 30;
(b) Those transferred or rehired on or after Apri 1, must meet the requirements in the next FY.

Disclaimer: A current employer may require their staff to take on the Health & Safety training topics in part or in full. CCDF will not overstep a program-specific policy regarding additional or more stringent training requirements.

NON-COMPLIANCE TO PROFESSIONAL DEVELOPMENT REQUIREMENTS

Failure to meet any indicators in the Staffing and Professional Development Standard of QRIS will affect a program's QRIS standing.

Non-compliance will also affect CCDF funding eligibility. Programs must maintain star 1 indicators at the minimum to receive CCDF funds.

Non-compliant staff who are no longer in the program's staff roster will not be held against the program. If the non-compliant staff is no longer employed at the center, they will not affect the program's QRIS standing.

Failure to complete the preservice within 90 days – The new staff will be asked to stop working with the children and shall not be counted in ratio within the next 90 days regardless of completion of the topics. The non-compliant staff must wait out the full 90 days.

Failure to complete the annual ongoing 30 hours combination of training and technical assistance will result in requiring the teacher/ caregiver/ director stop working with the children. They will not be allowed to work with children for at least 90 days. The non-compliant staff must wait out the full 90 days.

Non-compliant staff will not be eligible for CCDF-funded/ sponsored training.

Rehire and Transfer of Non-Compliant Staff

The terminated/ resigned non-compliant staff

(a) May serve as a volunteer/ sub at the same center and be counted in ratio, as long as they have completed the 12 health and safety topics.

(b) May be allowed to return to the same center for full employment 6 months from the date of submission of resignation, without effect to QRIS standing. However, the employee will be considered "new" and must take the full 12 preservice topics before their first day of employment. Date of the certificates must be no earlier than 90 days before employment date. For example:

Termination/ resignation date	March 1, 2022
Preservice certificates dated no earlier than	June 1, 2022
Re-hire	September 1, 2022

(c) This consideration applies to new and ongoing staff/ directors who did not meet their required PD hours.

(d) If the terminated/ resigned non-compliant staff moves to a different center, any preservice taken within the fiscal year of hire date will be considered valid and may be counted towards their health and safety training requirements.

(e) The program is responsible for ensuring either the newly hired staff or assigned administrative personnel uploads all certificates to the PD tracker worksheet on the shared Google Drive. Until all certificates are uploaded and accounted, the staff cannot be counted in ratio.

TRAINING REGISTRATION

Things to Keep in Mind

Online registration – Late registration will not be accepted. Providers must submit a registration form at least 10 days prior to the next training schedule.

Exclusivity – These training opportunities are for CCDF providers only unless noted to be otherwise.

PD calendar revisions – CCDF will update this calendar when necessary. The child care program is solely responsible for providing a copy to its staff members. For confirmation of training, TAs or workshops, CCDF will use the most current version of the PD calendar.

Verification – All participant positions and status will be verified by CCDF's authorized agent/ consultant.

Confirmed participants – The CCDF training vendor/ consultant will send a confirmation email to participants three (**3)** business days before the training date.

Providers as parents – Providers who may be considered as "parents" will not be allowed to register as a "parent." They must register as a CCDF provider for all training offered.

Cohort Training

If a participant fails to complete any one or all modules under a cohort or series training (e.g. ELDG, ITERS, ECERS, SACERS, PAS), they may be subject to a fine, which must be paid to CCDF account: H8575M-44350 for all trainings under the series.

Absence and Tardiness

Reimbursement for absence – If a participant was confirmed to attend a training, workshop, and/or any CCDF–sponsored event and failed to show up or complete the training, they will reimburse CCDF based on the amount indicated on the CCDF Notice of Training Penalty (see Appendix L).

Penalty/ administrative fees for missed PD – Effective January 1, 2025, the following admin fees will apply for any participants who fail to complete any training, technical assistance, workshop, and/ or any CCDF–sponsored event they have been confirmed to attend:

All types of trainings/ workshops: $40.00
All types of preservice trainings: $45.00

All types of trainings not under NMC: $55.00.
All trainings under NMC: $250.00
Any other CCDF–sponsored event: $40.00
All types of orientation under the CCDF/ CCDF consultant: $40.00

Emergency notice – Emergencies will be accommodated on a case-to-case basis provided written notice along with appropriate documentation is received by the CCDF training consultant (e.g. NMC, EGL, One Legacy, Avoca, etc.). Documentation must be turned in before the provider can register for another CCDF-sponsored event, training, or workshop.

Training Protocols

Attending Face-to-Face/ In-Person Training

1. Please come early so that there is ample time for participants to follow protocols.
2. IF APPLICABLE: Please sign in 10 minutes prior to the training. Participants who are 10 minutes late for face-to-face training will be denied entry. Please understand that missing more than 10 minutes in a short course means a significant amount of missed content.
   - In case of an emergency, the provider should send an email notification to training@evergreenlearning.org with any documentation/ evidence. A provider who knows they will be 10 or more minutes late due to an emergency should send the notification email and plan not to attend at their registered schedule. Repeat offenders may be subject to fine on a case-to-case basis.
3. Children will not be allowed.
4. Follow the maximum number of participants per table.
5. Assist in wiping down tabletops before and after the training
6. Attendance
   a. Cancellations with a valid reason must be made via email ***4 days before*** the training date or before confirmation email is sent. ***Failure to cancel enrollment in a timely manner is subject to a fine, which must be paid to CCDF account: H8575M-44350***. This fee must be settled before the individual's registration for any future training is reconsidered.
   b. A confirmed participant's arrival after the scheduled training time may keep the individual from receiving credit for the training or workshop. In addition, a cancellation fine will be charged (reference the above statement for details).
   c. Emergencies will be accommodated on a case-to-case basis ***provided written notice along with appropriate documentation*** is received by Evergreen Learning. Documentation must be turned in before the individual can register for another CCDF-sponsored event or training. ***Failure to provide document will be subject to a fine.***
   d. Changes to participants may be accommodated provided ***written notice*** is received and approved by CCDF/ CCDF consultant at least three (3) days before the scheduled date of activity.

Attending Remote/ Virtual TA, Training, Presentations

1. Make sure you have a stable internet connection.
2. Have your laptop or mobile phone fully charged before the scheduled time.
3. Set yourself up in a room of your home with the LEAST distractions.
4. You should not be commuting/ driving or in the car during the scheduled orientation, training, or TA.
5. You should not be engaging in any other activities (e.g. cooking, watching TV, being on your phone) during scheduled orientation/training/workshop/TA.
6. If you are engaged in one of the activities described above (#4 and #5), the facilitator may ask you to leave the event. As a result, you will not be issued a certificate.
7. Mute your microphone when you are not talking.
8. Raise your hand if you have any questions or clarifications.
9. Let other participants finish first before talking.
10. Be respectful and courteous to the facilitator and participants by being fully engaged.
11. Please sign in 10 minutes prior to the training. Participants who are 10 minutes late for a Zoom/virtual training will be denied entry. Please understand that missing more than 10 minutes in a short 2-hour course means a significant amount of missed content. In case of an emergency, the provider should send an email notification to training@evergreenlearning.org with any documentation/ evidence. A provider who knows they will be 10 or more minutes late due to an emergency should send the notification email and plan not to attend at their registered schedule. Repeat offenders may be subject to fine on a case-to-case basis.
12. Have your camera turned on and your face in the frame.
13. For groups sharing a laptop or computer screen, all participants must remain visible within the screen to verify attendance and engagement.
14. Attendance:
    a. Cancellations with a valid reason must be made via email ***4 days before*** the training date or before confirmation email is sent. ***Failure to cancel enrollment in a timely manner is subject to a fine, which must be paid to CCDF account: H8575M-44350***. This fee must be settled before the individual's registration for any future training is reconsidered.
    b. A confirmed participant's arrival after the scheduled training time may keep the individual from receiving credit for the training or workshop. In addition, a cancellation fine will be charged (reference the above statement for details).
    c. Emergencies will be accommodated on a case-to-case basis ***provided written notice along with appropriate documentation*** is received by Evergreen Learning. Documentation must be turned in before the individual can register for another CCDF-sponsored event or training. ***Failure to provide document will be subject to a fine.***
    d. Changes to participants may be accommodated provided ***written notice*** is received and approved by CCDF/ CCDF consultant at least three (3) days before the scheduled date of activity.

PROFESSIONAL DEVELOPMENT (PD) TRACKING

Shared Google Drive

Centers are required to use only the standardized and updated version of the PD tracker sheet in tracking their professional development hours per fiscal year. The PD tracker sheet is provided by Evergreen Learning and is uploaded onto a confidential shared Google Drive folder designated for each program.

Avoid modifying formulas in the PD tracker sheet. Only EGL's Program Support Specialist is authorized to modify data fields *(e.g. staff listing, position/ titles updates and training topic titles)*.

The previous month's hours and certificates must be uploaded to the shared Google Drive PD tracker every **10th of the month** or the next business day if the 10th falls on a weekend or holiday. Consideration will be given only for certificates issued by the facilitator after the deadline. Proof must be emailed to training@evergreenlearning.org.

Training certificates – Only training facilitated through Evergreen Learning will be uploaded by *EGL's Program Support Specialist* to each center's shared Google Drive. The upload will be completed by next week following the completed training. For all other training (not facilitated by Evergreen Learning, the program is responsible for uploading scans of original and unaltered training certificates to their shared Google Drive).

Registration on Google forms – EGL will not accept scanned copies of registration forms for any specific training, PD, orientation or workshop. All registration must be done on Google forms. Note that each topic has a different registration form link. Please use the link provided on the PD Calendar for ease of access.

Technical Assistance/ Coaching Tracking Procedure

A coaching log is created as the official documentation of all technical assistance (*i.e.,* observation, meeting, room arrangement, etc.) conducted at your center, as proof of participation. The provider and/or director will sign in/ out of the coaching log at each visit. This coaching log will be uploaded to your center's Google Drive for PD tracking purposes by EGL's Program Support Specialist.

Provider Responsibility to PD Reconciliation and Completion Report

EGL's Program Support Specialist uses the data uploaded to the PD tracker to create monthly, quarterly, and annual reports and the letter of completion, when applicable. PD hours taken within the quarter should be uploaded by the last day of the quarter to give providers ample time to compile all certificates

of training taken in the quarter. However, providers are allowed until the end of the fiscal year to complete their upload. No exception will be considered, barring disaster or local/global emergencies, for any program or provider who did not complete by the September 30 deadline. Only hours and certificates uploaded within the deadline will count towards the fiscal year. The PD hours reported to CCDF at the end of the fiscal year will stand as final.

Quality practice entails uploading the required certificates and hours ***regularly and promptly – by the 10th of each month***, so that the program's designated data person is not overwhelmed with last-minute uploads.

The reports are essential in tracking where staff might be deficient in their training requirements. If the PD tracker in the shared Google Drive is empty or near empty, EGL's Program Support Specialist cannot accurately identify and notify directors of which staff is placing their program at risk of being non-compliant to the QRIS standard for Staffing and Professional Development.

ADDITIONAL NOTES

Photos During Observation or Coaching

CCDF reserves the right to take photos and video evidence during the Quality Care Specialist's check-in (mid-cycle) visit, the QRIS observation visits, and technical assistance/ coaching activities. All photos and videos are maintained with strict confidentiality and will not be shared by CCDF, the QCS, or TA specialists outside the purpose of documentation and technical assistance for the affected provider.

Challenges from Parents or Community Members

Although unlikely, a parent or member of the community may challenge a program's star level standing. If a concern regarding a provider should arise, these verified questions or complaints should be directed to CCDF.

APPENDIX

A. CCDF application form
B. Reach Higher CNMI/ QRIS Observation Checklist
C. Reach Higher CNMI/ QRIS Year 1 Checklist
D. Handbook Compliance Checklist
E. EPRRP Compliance Checklist
F. Safe Sleep Practices
G. QRIS Star Level Standards and Checklist
H. Quality Improvement Plan (QIP)
I. CCDF Preservice Texas A&M Chart
J. Sample Notice of Consequence for Failure to Complete the Preservice Training
K. Sample Certificate of Preservice Completion
L. Sample CCDF Notice of Training Penalty
M. QRIS Incentives Table and Forms

APPENDIX A

DEPARTMENT OF COMMUNITY AND CULTURAL AFFAIRS
CHILD CARE AND DEVELOPMENT FUND (CCDF) PROGRAM

CCDF REACH HIGHER, CNMI / CCDF CHILD CARE PROVIDER APPLICATION

Type of Application:

☐ Initial/ New ☐ Annual Renewal (Last Certificate Date) _____

Types of Service (Check all that apply):

☐ Infant ☐ Toddler ☐ Preschool ☐ Before school program ☐ After school program ☐ Night care

A. APPLICANT INFORMATION

Legal Business Name (*e.g. Sunflower LLC dba Flame Tree Child Care Center*)		Physical Address (Street, Village, Island)	
TIN/ Tax ID		Telephone Landline No.	
Mailing Address		Email	
Name of Primary Contact Person	Position/ Title	Cellphone	Email
Name of Secondary Contact Person	Position/ Title	Cellphone	Email

B. SERVICES INFORMATION

Name of Room	**Birthdates *or* Age (year and months) of youngest child *and* oldest child**	**Room Capacity (including adult *and* child)**	**Number of Staff Assigned to Room**	**Name(s) of Staff Assigned to Room**
Infant Room 1				Lead teacher(s): Aide(s): Volunteer(s):
Infant Room 2				Lead teacher(s): Aide(s): Volunteer(s):
Infant Room 3				Lead teacher(s): Aide(s): Volunteer(s):
Infant Room 4				Lead teacher(s): Aide(s): Volunteer(s):
Toddler Room 1				Lead teacher(s): Aide(s): Volunteer(s):
Toddler Room 2				Lead teacher(s): Aide(s): Volunteer(s):
Toddler Room 3				Lead teacher(s): Aide(s): Volunteer(s):
Toddler Room 4				Lead teacher(s): Aide(s): Volunteer(s)
Infant/ Toddler Room 1				Lead teacher(s): Aide(s): Volunteer(s):

Infant/ Toddler Room 2				Lead teacher(s): Aide(s): Volunteer(s):
Infant/ Toddler Room 3				Lead teacher(s): Aide(s): Volunteer(s):
Infant/ Toddler Room 4				Lead teacher(s): Aide(s): Volunteer(s):
Preschool 1				Lead teacher(s): Aide(s): Volunteer(s):
Preschool 2				Lead teacher(s): Aide(s): Volunteer(s):
Preschool 3				Lead teacher(s): Aide(s): Volunteer(s):
Preschool 4				Lead teacher(s): Aide(s): Volunteer(s):
Preschool 5				Lead teacher(s): Aide(s): Volunteer(s):
School-Age 1				Lead teacher(s): Aide(s): Volunteer(s):
School-Age 2				Lead teacher(s): Aide(s): Volunteer(s):
School-Age 3				Lead teacher(s): Aide(s): Volunteer(s):
School-Age 4				Lead teacher(s): Aide(s): Volunteer(s):
School-Age 5				Lead teacher(s): Aide(s): Volunteer(s):
School-Age 6				Lead teacher(s): Aide(s): Volunteer(s):

*Staffing changes will be confirmed by the official memo sent by the Child Care Licensing Office (CCLP). A copy should be sent via email to the Quality Care Specialist at qualitycarespecialist@evergreenlearning.org within 10 business days from the date of the memo.

C. ADMINISTRATIVE AND SUPPORT STAFF

Legal Name (Last, First, Middle Initial)	Position/ Title	CCLP Employment Approval Date
1.		
2.		
3.		
4.		
5.		

D. STAFF INFORMATION (Enter updated information based on CCLP Approved Listing)

Legal Name (Last, First, Middle Initial)	CCLP Employment Approval Date	CCLP Approved Main Position/ Title	AGE GROUP (for the main title)	CCLP Approved Additional Position/ Title	AGE GROUP (for the additional title)	EMAIL ADDRESS
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

E. REQUIRED DOCUMENTS

Renewal Applicants	New Applicants
☐ Reach Higher, CNMI / CCDF Provider Certification Application Form ☐Current DCCA Child Care Provider Certificate ☐ CCDF Orientation Certificate for director and/or authorized second contact person ☐ Updated QRIS & coaching Certificate for new staff (including new directors, if applicable) ☐ CCLP license ☐Current Business License ☐ Inventory of Educational Materials Issued per Program (Must include all the materials provided including under the QRIS incentives) ☐ EPRRP – highlight changes ☐ TB clearance forms for all new staff within the last 24 months (including those who may have contact with families) ☐ Handbook ☐ Daily schedule per program/ age group ☐ Center rate	☐ Reach Higher, CNMI / CCDF Provider Certification Application Form ☐ CCLP license ☐ Current Business License ☐ Map to center ☐ W9 ☐ EPRRP ☐ Handbook (current) ☐ TB clearance forms for all new staff within the last 24 months (including those who may have contact with families) ☐ Daily schedule for all rooms/ age groups ☐ Center rate ☐ CCDF Orientation certificate for director and/or authorized second contact person Within 90 days after initial certification date ❑ Health and safety training certificates of all **current** staff Within 12 months after initial certification date ☐ ITERS-3 Self-Assessment, most current ☐ ECERS-3 Self-Assessment, most current ☐ SACERS-U Self-Assessment, most current ☐ Program Administration Scale (PAS) Self-Assessment, most current ☐ EPRRP (CCDF compliant) ☐ Handbook (CCDF compliant) ☐ QRIS and Coaching Orientation Certificate for new providers (for all staff including directors) ☐ Developmental screening training certificate (ASQ) ☐ Health and safety training certificates ☐ Safe sleep practices ☐ Daily health checks Within 90 days of CCLP's approval for employment ☐ Health and safety training certificates of all **new** staff hired after initial certification date

* All supporting documents must be submitted with a completely filled-out application. The complete packet should be submitted to Evergreen Learning at least 60 days before the expiration date of certification (for renewal) or 60 days before the intended certification date (new).

Once CCDF certification is approved, the following information/ documents are required to be updated on a regular basis. Updates and changes should be provided to the Quality Care Specialist at qualitycarespecialist@evergreenlearning.org within 10 business days of change:

- ❑ CCDF Child Care Provider Directory information
- ❑ Changes to staffing approved by CCLP
- ❑ Center market rate

F. ACKNOWLEDGEMENT

F-a. Read each statement in full and initial each line in acknowledgment.

_____ 1. Upon approval of this application, I pledge to comply with all local and federal statutory rules and regulations governing the Child Care and Development (CCDF) program.

F-b. As a condition of receiving CCDF funding and certification, I am aware that …

_____ 1. I must submit all documents, in full, with this CCDF Provider Certification application form. My application will not be reviewed unless all required documents are attached.

_____ 2. Renewal documents are due at least 60 days prior to the expiration date of my program's Reach Higher CNMI/ CCDF Provider Certification.

_____ 3. Failure to maintain updated staff and facility records may affect my eligibility to qualify for CCDF funding.

_____ 4. I will provide official updated information/ documentation to the Quality Care Specialist regarding directory information, staffing change, and market rate within 10 business days of receiving official change.

____ _5. CCDF will not compensate childcare services performed prior to the approval of this application.

_____ 6. All staff at my program must be 18 years old or above.

_____ 7. All staff at my program must have no criminal convictions, no child abuse and neglect records, and no physical or psychological problems that may adversely interfere or affect their ability to provide childcare services.

_____ 8. All staff at my program must be cleared by all local and federal background checks (e.g., SORNA, police clearance).

_____ 9. My program must provide valid proof of staff clearance from tuberculosis (new staff).

_____ 10. My program is subject to a new/ renewal inspection by the Quality Care Specialist/Authorized CCDF Representative.

_____ 11. My program is subject to announced and unannounced monitoring.

_____ 12. The director and ongoing teaching staff at my program must accumulate 30 hours of training and/ or technical assistance annually.

_____ 13. The teaching staff at my program must complete required annual health and safety topics by the age groups they teach.

_____ 14. New directors and new teaching staff hired within the fiscal year under review must complete 12 preservice health and safety topics within 90 days of employment approval from CCLP.

_____ 15. All CCDF–approved child care programs are required to participate in the Reach Higher, CNMI (QRIS) quality initiative.

_____ 16. New providers and staff must attend the Reach Higher, CNMI/ CCDF orientation and the coaching orientation.

_____ 17. A daily schedule and a current lesson plan must be posted for all age groups.

_____ 18. Parents must have unlimited access to their enrolled child(ren) and the child(ren)'s written records during operational hours and whenever the children are in my care.

_____ 19. My program must conduct or obtain from parents developmental screening records for ***all*** enrolled children – both private paying and subsidized.

_____ 20. My program must conduct or obtain from parents developmental screening records for ***newly*** enrolled children within 45 days of their enrollment date.

_____ 21. My teaching staff must conduct daily health checks on all children.

_____ 22. My program must make easily accessible and available information and resources in the community for parents of children with disabilities.

_____ 23. My program must provide evidence of communication with families.

_____24. My program must have installed smoke detectors, unobstructed emergency exits, and an emergency preparedness & evacuation plan.

____ 25. My program has a working telephone landline within the building.

_____ 26. All staff will comply with safe sleep practices.

_____ 27. (Ongoing center) My program must continue to meet Star 1 standard indicators to continue to qualify for CCDF funding. Failure to meet any indicator at Star 1 may result in CCDF initiating adverse actions (including termination of funding) against my program.

_____28. (New center) My program must meet Star 1 standard indicators within the second year of certification to continue to qualify for CCDF funding.

_____ 29. Should I fail to submit all additional renewal requirements, my CCDF funding will cease effective on the expiration date of my initial certification.

_____ 30. CCDF will upload my program's star level and monitoring results to childcare.gov.mp for public access.

_____ 31. The CCDF Provider Certificate for ***renewal*** applicants is valid for one year.

With my signature below, I acknowledge that I have read and understood the obligations that I must observe and fulfill as a certified CCDF provider.

(Required) Primary Contact Legal Name	**Signature**	**Date**

(Required) Secondary Contact Legal Name	**Signature**	**Date**

For Official Purposes Only

Received by			**Returned Date**	**Approved by**		
_____			_____	_____		
Name	**Signature**	**Date**		**Name**	**Signature**	**Date**

REACH HIGHER CNMI / CCDF OBSERVATION CHECKLIST

APPENDIX B

Business Name:	**Location:**	**Contact #:**
Total Student Enrollment:	**Center Capacity:**	

Observation Type:	**Initial**	**Date:** _____	**Start Time:** _____	**End Time:** _____
	Renewal	**Date:** _____	**Start Time:** _____	**End Time:** _____
	Follow-Up	**Date:** _____	**Start Time:** _____	**End Time:** _____
	Check-in	**Date:** _____	**Start Time:** _____	**End Time:** _____
	Follow-Up	**Date:** _____	**Start Time:** _____	**End Time:** _____

Ratio Table:

Age	Number of Children Per Staff Member
0 – under 24 mos.	4 or less
2-year-old	7 or less
3-year-old	7 or less
4 years old	10 or less
5 years and older	10 or less

Name of Rooms	Infant	Toddler	Infant & Toddler	Pre-School	K-3	K-4	K-5	B/A School
Approved DPW Room Capacity (counting all bodies)								
CCLP Occupancy (Only children counted, not adults. Check if any over DPW.)	☐	☐	☐	☐	☐	☐	☐	☐

Name of Rooms	Infant	Toddler	Infant & Toddler	Pre-School	K-3	K-4	K-5	B/A School
# of Staff Present								
Names of Teachers/Staff:								
# of Children Enrolled:								
# of Children Present:								
# of Children w/Special Needs:								
Age of Youngest Child:								
Age of Oldest Child:								

CHECKLIST CODING

O – Observation SH – Staff handbook PH – Parent Handbook CF – Child File SF – Staff File BB – Bulletin Board D – Document

PDT – Professional Development Tracker GD – Google Drive HS – Health & Safety Checklist

ADMINISTRATION

CCDF RULES & REGULATIONS / REACH HIGHER CNMI STANDARD AREA	REQUIREMENT CHECKLIST	STATUS *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	COMMENTS *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*
	(1-A) Program has an approved regular Child Care License Program (CCLP) certificate. Date _____	☐ Yes ☐ No	
§55-40.1-228 Staff Child Ratio	(1-B) Staff-child ratio complies with the CCLP Administrative Code, for each age level and each room.	☐ Yes ☐ No O	
CCDF Rules & Regulations §55– 60 –201 Eligibility Requirements for Child Care services Section (d) (iii)	(1-C) Complete CCDF application packet **RENEWAL** ☐ Reach Higher, CNMI / CCDF Provider Certification application form ☐ Current DCCA Child Care Provider Certificate ☐ CCLP License ☐ Current Business License ☐ Updated Coaching and QRIS Orientation Certificate for new teachers (including new directors, if applicable). ☐ CCDF Orientation Certificate for director and/or authorized second contact person ☐ Inventory of educational **NEW** ☐ Reach Higher, CNMI / CCDF Provider Certification application form ☐ CCLP license ☐ Current Business License ☐ Map to center ☐ W9 ☐ EPRRP ☐ Handbook (current) ☐ TB clearance forms for all staff (including those who may have contact with families) ☐ Daily schedule for all rooms/ age groups ☐ Center rate ☐ CCDF Orientation Certificate for director and/or authorized second contact person	☐ Yes ☐ No SF, D, B, O, GD and/ or PDT	

Section (iii)(E)	materials issued per program (Must include all the materials provided including under the QRIS incentives) ☐ EPRRP - highlight changes ☐ Handbook ☐ TB test (for new staff, including those who may have contact with families) ☐ Daily schedule per program/age group ☐ Center rate	Within 90 days after initial certification date ❑ Health and safety training certificates of all **current** staff Within 12 months after initial certification date ☐ ITERS-3 self-assessment, most current ☐ ECERS-3 self-assessment, most current ☐ SACERS-U self-assessment, most current ☐ Program Administration Scale (PAS) self-assessment, most current ☐ Handbook (CCDF compliant) ☐ EPRRP (CCDF compliant) ☐ QRIS and Coaching Orientation Certificate ☐ Developmental screening training certificate (ASQ) ☐ Safe sleep practices ☐ Daily health checks Within 90 days of CCLP's approval for employment ☐ Health and safety training certificates of all **new** staff hired after initial certification date		
CCDF Memo FY16 No. 4 Star 1	(1-D) Complete Handbook ☐ Refer to appendix A for full list		☐ Yes ☐ No PH and/ or SH	

FACILITY			
CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*
CCDF Rules & Regulations §55– 60 –201 Eligibility Requirements for Child Care services Section (d1) (V)	(2-A) Meets, at a minimum, 35 square footage of indoor learning space per child.	☐ Yes ☐ No O	
CCDF Rules & Regulations §55– 60 –201 Eligibility Requirements for Child Care services Section (d1) (VI)	(2-B) Meets, at a minimum, 33% of facility capacity at 75 square footage of outdoor playground space per child.	☐ Yes ☐ No O	
CCDF Rules & Regulations §55– 60 –201 Eligibility Requirements for Child Care services Section (e)(4)	(2-C) Installed smoke detector	☐ Yes ☐ No O	
	(2-D) Unobstructed emergency exits	☐ Yes ☐ No O	
	(2-E) EPRRP plan that meets the prescribed CCDF requirements. (Emergency drill logs must be updated and verified onsite.) Date _____	☐ Yes ☐ No D	
Section (e)(8)	(2-F) Working telephone landline within the building. In the absence of a working telephone landline, a working cellular unit with a contract must be available at the child care site during all hours of operation. Pre-paid cellular services shall not be allowed.	☐ Yes ☐ No O	

DEVELOPMENTAL SCREENING			
CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*
CCDF Memo FY16 No. 4.14	(3-A) All teaching staff of children ages 0 to 5 ½ years have been trained on the Ages and Stages Questionnaire, latest edition. Includes non-teaching staff who will be assigned to conduct ASQ. (Within 12 months from CCLP approval, the new teaching or assigned staff must be trained on the ASQ to align with new provider requirements above, section 1-C.)	☐ Yes ☐ No SF and/ or D	
	(3-B) Annual developmental screenings are being conducted for all children in the program (regardless of status as private pay or CCDF subsidized).	☐ Yes ☐ No D and/ or CF	
CCDF Rules & Regulations §55– 60 –201 Eligibility Requirements for Child Care services Section (e)(11)	(3-C) All providers shall complete a CCDF approved developmental screening (e.g. Ages and Stages Questionnaire, latest edition) within 45 days of a child's enrollment to the program. All providers shall rescreen/monitor as necessary.	☐ Yes ☐ No D and/ or CF	
	(3-D) Developmental screenings are done once annually at a date and time determined by the program.	☐ Yes ☐ No D and/ or CF	
	(3-E) Results of the child's ASQ must be discussed with parents/guardians and get consent to refer if needed.	☐ Yes ☐ No D and/ or CF	
	(3-F) If the child falls on or below the established cutoff the provider must document their referral of the child/family to Early Intervention Services.	☐ Yes ☐ No D and/ or CF	
STAFFING			
CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*

CCDF Rules & Regulation § 55-60-201 - Eligibility Section (D1) (i)	(4-A) All staff are at least 18 years old.	☐ Yes ☐ No SF	
Section (e) (7)	(4-B) All staff met background check requirements.	Approved by CCLP ☐ Yes ☐ No SF	
Star 1: Staffing and Professional Development CCDF Rules & Regulation § 55-60-201 - Eligibility Section (e) (6)	(4-C) For 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.	☐ Yes ☐ No SF and/ or PDT	
Star 1: Staffing and Professional Development CCDF Memo FY21 No. 7	(4-D) For ongoing teaching staff: Completion of 30 hours of annual trainings and technical assistance (T& TA) combined.	☐ Yes ☐ No SF and/ or PDT	
Star 1: Staffing and Professional Development	(4-E) For ongoing teaching staff: Completion of required health and safety topics, by age groups taught.	☐ Yes ☐ No SF and/ or PDT	
Star 1: Staffing and Professional Development	(4-F) For new teaching staff and new directors hired within the fiscal year under review: Completion of preservice health and safety topics within 90 days of date of approval from CCLP. Any new staff that is counted in ratio must have completed their required 12 preservice topics within 90 days of approval from CCLP.	☐ Yes ☐ No SF and/ or PDT	
Star 1: Staffing and Professional Development	(4-G) For all new providers and staff (including new directors): Completed the CNMI QRIS orientation within 12 months from CCLP approval date.	☐ Yes ☐ No SF and/ or PDT	
Star 1: Staffing and Professional Development	(4-H) For all new providers and staff (including new directors): Completed the coaching orientation within-12 months from CCLP approval date.	☐ Yes ☐ No SF and/ or PDT	
CCDF Rules & Regulation § 55-60-201 - Eligibility Section (e) (4)	(4-I) For ongoing directors and/or authorized second contact person: Completed the Annual Mandatory CCDF Orientation.	☐ Yes ☐ No SF and/ or PDT	

PARENTS			
CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*
CCDF Rules & Regulation § 55-60-201 - Eligibility Section (d1) (ii)	(5-A) Afford parents unlimited access to their children during normal hours of provider operation and whenever the children are in the care of the provider;	☐ Yes ☐ No D, O and/ or PH	
HEALTH AND SAFETY			
CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*
CCDF Memo FY 16 No. 3	(6-A) Daily health checks are conducted for all children upon arrival.	☐ Yes ☐ No O and D	
Star 1: Health and Safety	(6-B) Most current ITERS-3 self-assessment completed for each infant and toddler room (renewal) Most current ITERS-3 self-assessment submitted no later than 12 months from date of CCDF certificate approval (new) Date _____	☐ Yes ☐ No D and/ or GD	
Star 1: Health and Safety	(6-C) Most current ECERS-3 self-assessment completed for each preschool room (renewal) Most current ECERS-3 self-assessment submitted no later than 12 months from date of CCDF certificate approval (new) Date _____	☐ Yes ☐ No D and/ or GD	
Star 1: Health and Safety	(6-D) Most current SACERS-U self-assessment completed for each afterschool room (renewal) SACERS-U self-assessment submitted no later than 12 months from date of CCDF certificate approval (new) Date _____	☐ Yes ☐ No D and/ or GD	

CHILD CARE PRACTICES			
CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*
Star 1: Child Growth and Development	(7-A) A daily schedule is posted and current lesson is easily accessible for all age groups.	☐ Yes ☐ No O and/ or B	
Star 1: Children with Disabilities	(7-B) Information on resources in the community are current and available for parents.	☐ Yes ☐ No O and/ or B	
Star 1: Family Engagement and Family Strengthening	(7-C) Program communicates with families, minimum 2 different ways.	☐ Yes ☐ No O and/ or D	
Star 1: Family Engagement and Family Strengthening	(7-D) Program conducts a parent orientation to the program	☐ Yes ☐ No O and/ or D	
Star 1: Family Engagement and Family Strengthening	(7-E) 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.	☐ Yes ☐ No O and/ or D	
Star 1: Family Engagement and Family Strengthening	(7-F) 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.	☐ Yes ☐ No O and/ or PH	
Star 1: Leadership and Management	(7-G) Directors complete Program Administration Scale (PAS) self-assessment annually.	☐ Yes ☐ No D and/ or GD	
SAFE SLEEP PRACTICES			
CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*

Star 1: Health and Safety	(8-A) Safe Sleep Practices Written Policy	☐ Yes ☐ No PH	
Star 1: Health and Safety	(8-B) Policy explains that these practices aim to reduce the risk of SIDS or other injuries and causes of death when an infant is in a crib or asleep.	☐ Yes ☐ No PH	
Star 1: Health and Safety	(8-C) All adults who are allowed to care for infants (i.e. lead teachers, floaters, aides, substitutes, and volunteers) received a copy of the Safe Sleep Policy and additional educational information.	☐ Yes ☐ No D and/ or SF	
Star 1: Health and Safety	(8-D) Training on Safe Sleep Practices for all adults (i.e. lead teachers, floaters, aides, substitutes, and volunteers) in contact with infants has occurred and is documented.	☐ Yes ☐ No D and/ or PDT	

SAFE SLEEP PRACTICES
(Birth to 12 months only)

CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*
Star 1: Health and Safety	(9-A) Infants up to 12 months of age are fully flat on their backs to sleep for every sleep time (to place a child in any other position a primary care provider must provide a signed waiver indicating that the child requires an alternative sleep position).	☐ Yes ☐ No O and/or D	
Star 1: Health and Safety	(9-B) Each sleeping infant is put to sleep on a firm crib mattress covered with a tight-fitting sheet in a safety-approved crib (U.S. Consumer Product Safety Commission (CPSC), American Society for Testing Materials (ASTM) and/or Juvenile Product Manufacturer Association (JPMA) Standards).	☐ Yes ☐ No O	
Star 1: Health and Safety	(9-C) Infants are not left to nap in a car seat. If an infant arrives on site asleep in a car seat s/he is removed immediately and placed on his/her back in his/her assigned crib.	☐ Yes ☐ No O	
Star 1: Health and Safety	(9-D) Infants that fall asleep outside of their assigned crib are immediately moved to their crib and placed to sleep on their back	☐ Yes ☐ No O	

Star 1: Health and Safety	(9-E) Only 1 infant sleeps per crib.	☐ Yes ☐ No O	
Star 1: Health and Safety	(9-F) Bumper pads, pillows, quilts, comforters, sleep positioners, blankets, flat sheets, bibs, toys, mobiles, and other materials are kept out of and off the sides of cribs.	☐ Yes ☐ No O	
Star 1: Health and Safety	(9-G) Infants may be placed in one-piece sleepers to maintain appropriate temperatures (swaddling infants in child care is not necessary or recommended).	☐ Yes ☐ No O	
Star 1: Health and Safety	(9-H) The temperature in the room is kept comfortable for a lightly clothed adult.	☐ Yes ☐ No O	
Star 1: Health and Safety	(9-I) Infants are always held for bottle feedings. Bottles are never placed in a crib with an infant.	☐ Yes ☐ No O	
SAFE SLEEP ENVIRONMENT (All ages who nap)			
CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance* *Attach additional pages if needed per regulation comment and indicate "See Attached."*
Star 1: Health and Safety	(10-A) An individual crib, cot, mat, sleeping bag, or pad is kept for each child who spends more than 4 hours a day in the child care setting.	☐ Yes ☐ No O	
Star 1: Health and Safety	(10-B) Cribs are placed away from window blinds, draperies, and cords not within reach of the child.	☐ Yes ☐ No O	
Star 1: Health and Safety	(10-C) Pads and cots are made of washable materials, and pads are covered with washable covers.	☐ Yes ☐ No O	
Star 1: Health and Safety	(10-D) Bedding that touches a child's skin are cleaned weekly or before use by another child.	☐ Yes ☐ No O and/or D	
Star 1: Health and Safety	(10-E) If a crib, mat, or cot is used by more than one child, the fitted sheets must be changed between use. Each child must have his own assigned fitted bed sheet.	☐ Yes ☐ No O	

Star 1: Health and Safety	(10-F) Cribs, mats, and pads are placed at least 3 feet apart (if the room cannot accommodate spacing children 3 feet apart, children must be spaced as far apart as possible and alternated head to foot).	☐ Yes ☐ No O	
Star 1: Health and Safety	(10-G) The sleeping surface of one child's rest equipment is not placed in contact with the sleeping surface of another child's rest equipment.	☐ Yes ☐ No O	
Star 1: Health and Safety	(10-H) Any exposure to second-hand or third-hand smokes avoided (from adult clothing).	☐ Yes ☐ No O and PH	
Star 1: Health and Safety	(10-I) Caregivers are present and directly observe infants, toddlers, and preschoolers by sight and sound during sleep, while going to sleep, and when waking up (lighting in the room allows for caregivers to see the color of each infant's and child's face).	☐ Yes ☐ No O	

USE OF PACIFIERS

CCDF RULES & REGULATIONS/ REACH HIGHER CNMI STANDARD 1 AREA	**REQUIREMENT CHECKLIST**	**STATUS** *(Check yes only if all rooms and/or staff are complying)* ***O, SH, PH, CF, SF, B, D, HS***	**COMMENTS** *If no, indicate which classrooms and/or staff is **NOT** in compliance Attach additional pages if needed per regulation comment and indicate "See Attached."*
Star 1: Health and Safety	(11-A) Written policy describes rationale and protocols for use of pacifiers.	☐ Yes ☐ No D, O and/ or PH	
Star 1: Health and Safety	(11-B) Pacifiers are kept away from places near mobile infants and toddlers.	☐ Yes ☐ No O and/or PH	
Star 1: Health and Safety	(11-C) Parent/ guardian has given written permission, including any instructions or preferences, on the use of pacifiers. written permission must be on file.	☐ Yes ☐ No CF	
Star 1: Health and Safety	(11-D) Staff inspect each pacifier for tears or cracks and unknown fluid in the nipple before each use.	☐ Yes ☐ No O and/or PH	
Star 1: Health and Safety	(11-E) Staff clean each pacifier with soap and water before each use.	☐ Yes ☐ No O and/ or PH	

Star 1: Health and Safety	(11-F) Pacifiers with attachments (including pins, clips, or ties) are not allowed.	☐ Yes ☐ No O and/or PH	
Star 1: Health and Safety	(11-G) If an infant refuses a pacifier s/he is not forced to take it.	☐ Yes ☐ No O and/or PH	
Star 1: Health and Safety	(11-H) If the pacifier falls out of the infant's mouth during sleep, the pacifier is removed from the crib.	☐ Yes ☐ No O and/or PH	
Star 1: Health and Safety	(11-I) Pacifiers are not coated in any sweet solution.	☐ Yes ☐ No O and/or PH	
Star 1: Health and Safety	(11-J) Pacifiers are cleaned, stored open to air, and kept separate from the diapering area, diapering items, or other children's personal items.	☐ Yes ☐ No O and/or PH	

☐ **In compliance** **Date:**
☐ **Work in progress** **Targeted date to be finalized:**

Completion of 30 hours of Annual Trainings and Technical Assistance (T & TA) Combined

Child Care Staff	Topics that must be taken **Annually**	Topics that must be taken **every 2 Years**	Topics that must be taken **every 3 Years**
All child care staff who have direct responsibility for the care of children Includes: **Directors, Teachers, Assistant Teachers, Caregivers, Aides and Floaters)**	✓ Prevention of and response to emergencies due to food and allergic reactions	✓ Pediatric First Aid and CPR Certification	✓ Prevention and control of infectious diseases (including Immunization)
	✓ Child Development		✓ Administration of medication, consistent with Standards for Parental Consent
	✓ Recognition and reporting of child abuse and neglect	Note: At least one(1) provider in each group	
In Addition:			
All child care staff **who have DIRECT responsibility for the care of INFANTS and TODDLERS**	✓ Prevention of Sudden Infant Death Syndrome and Use of Safe sleep Practices (SIDS)	✓ Pediatric First Aid and CPR Certification	
	✓ Prevention of Shaken Baby Syndrome and Abusive Head Trauma (SBS))		

Only CCDF approved trainings and approved replacements will count towards meeting the Annual Health and Safety Training requirements*

"I understand this report will be posted on the CNMI Child Care website in compliance with the consumer education provision of the federal CCDBG Act of 2014 for Results of Monitoring and Inspection Reports (website): (658E(c)(2)(D)) State must make public by electronic means, in a consumer-friendly and easily accessible format, organized by the provider, the results of monitoring and inspection reports, including those due to major substantiated complaints about failure to comply with CCDF requirements and State child care policies, as well as the number of deaths, serious injuries, and instances of substantiated child abuse that occurred in the child care settings each year, for eligible child care providers within the State."

Acknowledged By: Director's Printed Name: _____Signature: _____ Date: _____

Conducted By: Quality Care Specialist Printed Name: _____Signature: _____Date: _____

Reviewed By: CCDF Director Printed Name: _____ Signature: _____ Date: _____

APPENDIX C

CHILD CARE AND DEVELOPMENT FUND (CCDF) PROGRAM

Reach Higher CNMI/ QRIS Year 1 Checklist

CENTER NAME:	**CERTIFICATION DATE:**

Month 1 to 3: _____ to _____

- ❑ **Reach out to coaches to schedule:**
  - Initial Orientations (CCDF, coaching, and QRIS) for director only
  - TA on what they should purchase (i.e. ASQ-3 Kit, ERS Scales, PAS, Safe Sleep Materials, CFOC 4th Edition available online)
  - TA on organizing documents for QRIS verification
  - Go over Timeline/Checklist
- ❑ **Look at PD calendar and register for:**
  - Introduction to the Environment Rating Scale (ERS)
    - Infant and Toddler Rating Scale
    - Early Childhood Environment Rating Scale
    - School-Age Environment Rating Scale
  - Professional Development tracking Training/TA
  - Orientation (Coaching, and QRIS/Reach Higher CNMI) for **all other staff.**
  - ASQ-3 training: Completion date _____

  * If these are not offered within 6 months of certification date, reach out to coaches to schedule special sessions.
- ❑ **Register for 12 health and safety trainings**
  - Complete within 90 days of certification (Register with Texas A&M online or with Evergreen Learning): before _____
  - Schedule and complete Pediatric CPR/ First Aid

Month 4 to 6: _____ to _____

- ❑ **Start implementing the ASQ-3**
- ❑ **Schedule coaching for complying with practices and contents**
  - Daily health checks
  - EPRRP procedures. Estimated completion date: _____
  - Handbook requirements (staff and parent). Estimated completion date: _____
  - Lesson plans and age-appropriate schedules.
  - Providing resources for parents on services for children with special needs (at least from 3 sources - Star 2)
- ❑ **Directors: Request and participate in TA on PAS**
- ❑ **Directors: Complete PAS self-assessment by: _____**

Month 7 to 9: _____ to _____

- ❑ **Schedule first coaching observation (3 hours)**
- ❑ **Put into practice**
  - Daily health checks
  - EPRRP procedures
  - Safe sleep practices
  - Lesson planning
- ❑ **Register and complete inclusive practices (Texas A&M) list of topics will be provided to you**
- ❑ **Set up parent and family communication practices (keep all records)**
- ❑ **Draft Quality Improvement Plan (QIP) based on ERS and PAS self-assessments**

Month 10: _____

- ❑ **Compile all renewal requirements**
- ❑ **Finalize PD completion for fiscal year-end report**
- ❑ **Submit CCDF renewal application and documents to Evergreen Learning (60 days before renewal): _____**

APPENDIX D

CHILD CARE AND DEVELOPMENT FUND (CCDF) PROGRAM
Handbook Compliance Checklist

CENTER NAME:			DATE VERIFIED:
MET?	**PAGE #**	**COMMENTS**	**CONTENT OF PARENT HANDBOOK OR POLICIES AND PROCEDURES**
			1. Admission criteria, enrollment procedures, and daily sign in/out policies, including authorized individuals for pick up and allowing parent/guardian access whenever their child is in care
			2. Policy on pick up of children when adult is observed to be intoxicated
			3. Inclusion of children with special health care needs
			4. Non-discrimination statement
			5. Payment of fees, deposits, and refunds
			6. Termination of enrollment and parent/guardian notification of termination
			7. Active Supervision
			8. Staffing, including caregivers/teachers, the use of volunteers, helpers, or substitute caregivers/teachers, and deployment of staff for different activities.
			9. A written comprehensive and coordinated planned program based on a statement of principles.
			10. Positive and Developmentally Appropriate Discipline
			11. Methods and schedules of conference or other methods of communication between parent/guardians and staff
			12. Care of children and staff who are ill
			13. Temporary exclusion of children and staff who are ill and alternative care for children who are ill
			14. Daily Health assessments, immunizations, and use of annual developmental screenings
			15. Handling urgent medical or threatening incidents
			16. Medication administration
			17. Use of child care health consultants and education and mental health consultants, and referral process for children needing additional support
			18. Plan for health promotion and prevention
			19. Comprehensive emergency preparedness and response plan to include reunification of families and recovery and alternative shelter arrangements, including monthly evidenced evacuation drills
			20. Security

MET?	PAGE #	COMMENTS	CONTENT OF PARENT HANDBOOK OR POLICIES AND PROCEDURES
			21. Confidentiality of Records
			22. Transportation and field trips
			23. Physical activity, play areas, screen time, and outdoor play policy
			24. **(REFERENCE SAFE SLEEP CHECKLIST FOR DETAILS TO INCLUDE)** Sleeping, safe sleep policy, areas used for sleeping/napping, sleep equipment, and bed linen.
			25. Prevention of shaken baby syndrome and abusive head trauma
			26. Sanitation and hygiene including Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
			27. Presence and care of any animals on the premises
			28. Food and nutrition including food handling, human milk, feeding and food brought from home, as well as daily schedule of meals and snack
			29. Policy on Allergies
			30. Evening and night care plan (if applicable)
			31. Smoking, tobacco use, alcohol, prohibited substances, and firearms
			32. Human Resource Management
			33. Staff Health
			34. Maintenance of the facility and equipment
			35. Preventing and reporting child abuse and neglect
			36. Use of pesticides and other potentially toxic substances in or around the facility
			37. Policy on training and professional development of staff/teachers and caregivers
			38. Policy on Preventing expulsions, suspensions, and other limitation of Services
			39. Review and revision of policies, plans, and procedures
			40. **(REFERENCE SAFE SLEEP CHECKLIST FOR DETAILS TO INCLUDE)** Policy and procedures on pacifiers

APPENDIX E

CHILD CARE AND DEVELOPMENT FUND (CCDF) PROGRAM

Emergency Preparedness, Response, and Recovery Plan (EPRRP) Compliance Checklist

CENTER NAME:			DATE VERIFIED:
MET?	**PAGE**	**COMMENTS**	**ELEMENT (FOLLOW WHEN DOING THE PAGES)**
			1. Cover Page Complete with:
			Name of center
			Physical & mailing address, contact person, contact information
			Table of contents
			Brief purpose of the plan
			Emergency contacts
			Primary emergency phone numbers: CCLP, CCDF, DPS, EMS, HSEM, Fire Division, CHCC, Ambulance Services, etc.
			Dates this plan was reviewed
			2. Staff Assignment During Emergency:
			Primary contact (Emergency Manager Alternate Primary Contact)
			First aid attendant
			Infant/toddler and special needs attendant(s) transportation
			Brief description of each staff person's responsibilities
			3. Secondary Emergency Contacts:
			Health/medical
			Electrical company
			Gas company
			Plumbing company
			Division of Youth Services
			Red Cross
			Others that a center feels are needed
			4. Disasters Likely to Occur Around the Area:
			i.e. Structural fire, wildfire, flooding, tsunami, etc.
			5. Preparedness Plan:
			a. Evacuation Plan Drawing to show
			i. At least 2 entrances/exit ways
			ii. Room to room access to exit point
			iii. Holding area inside or outside the facility
			iv. Name of streets to cross if any; and

MET?	PAGE	COMMENTS	ELEMENT (FOLLOW WHEN DOING THE PAGES)
			v. Name and location of nearest shelter from your holding area
			b. Narrative to Clearly Explain the Evacuation Procedures
			i. Vertical, in-place, on-site, and off-site evacuations
			ii. Role of each staff inclusive of their names, designations, and duties
			iii. List of equipment(s) available to use (for every very young children)
			iv. Itemized steps for infants, toddlers, and non-ambulatory
			v. Timeframe of completion (from audible to holding area if applicable)
			vi. Evacuation checklist of emergency items to bring
			vii. Documentation page to log drills done thus far
			viii. Explain how staff will be trained for emergencies
			c. Mitigation Plan
			i. Emergency power and water source
			ii. Narrative on how you plan to lessen the impact of disaster to your center
			6. Response Plan
			Communication procedures
			Transport from the holding are to evacuation shelter/ hospital
			Process of notifying parents
			Alternate location to operate
			Operating your daycare elsewhere (i.e. evacuation shelter)
			Reunification of families
			7. Recovery Plan
			Alternate Sites
			Narratives
			Time frame to normalcy of operations
			8. Attachments
			Staff roster with contact numbers
			Children roster with age information/parent contact numbers
			Volunteer roster with contact numbers
			List of available vehicles in case of off-site evacuation
			Memorandum of Agreements
			Parent notification procedures
			Family reunification procedures
			Guidelines on Responding to Emergencies/Disasters
			Glossary

APPENDIX F

License-Based Center _____

Staff/ Volunteer/ Sub Observed _____

Observer _____ Date: _____

SAFE SLEEP PRACTICES CHECKLIST

Safe Sleep Practices Written Policy

- ❒ Policy explains that these practices aim to reduce the risk of SIDS or other injuries and causes of death when an infant is in a crib or asleep.
- ❒ All adults approved to enter infant rooms received a copy of the Safe Sleep Policy and additional educational information before they were allowed to care for infants (including substitute staff and volunteers).
- ❒ Training on Safe Sleep Practices for all adults in contact with infants has occurred and is documented.

Safe Sleep Practices Recommendations

- ❒ Infants up to 12 months of age are fully flat on their backs to sleep for every sleep time (to place a child in any other position a primary care provider must provide a signed waiver indicating that the child *requires* an alternative sleep position).
- ❒ Each sleeping infant is put to sleep on a firm crib mattress covered with a tight fitting sheet in a safety-approved crib (U.S. Consumer Product Safety Commission and ASTM Standards).
- ❒ Infants are not left to nap in a car seat. If an infant arrives on site asleep in a car seat s/he is removed immediately and placed on his/her back in his/her assigned crib.
- ❒ Infants that fall asleep outside of their assigned crib are immediately moved to their crib and placed to sleep on their back.
- ❒ Only 1 infant sleeps per crib.
- ❒ Bumper pads, pillows, quilts, comforters, sleep positioners, blankets, flat sheets, bibs, toys, mobiles, and other materials are kept out of and off the sides of cribs.
- ❒ Infants may be placed in one-piece sleepers to maintain appropriate temperatures (swaddling infants in child care is not necessary or recommended).
- ❒ Temperature in the room is kept comfortable for a lightly clothed adult.
- ❒ Caregivers are present and directly observe infants, toddlers and preschoolers by sight and sound during sleep, while going to sleep, and when waking up (lighting in the room allows for caregivers to see the color of each infant's face).
- ❒ Infants are always held for bottle feedings. Bottles are never placed in a crib with an infant.

* The construction and use of sleeping rooms for infants separate from the infant group room is not recommended due to the need for direct supervision. In situations where there are existing facilities with separate sleeping rooms, facilities should develop a plan to modify room assignments and/or practices to eliminate placing infants to sleep in separate rooms.

Safe Sleep Environment

- ❒ An individual crib, cot, mat, sleeping bag, or pad is kept for each child who spends more than 4 hours a day in the child care setting.
- ❒ Cribs are placed away from window blinds and draperies.
- ❒ Pads and cots are made of washable materials, and pads are covered with washable covers.
- ❒ Bedding that touches a child's skin are cleaned weekly or before use by another child.
- ❒ If a crib, mat, or cot is used by more than one child, the fitted sheets must be changed between use. Each child must have his own assigned fitted bed sheet.
- ❒ Cribs, mats, and pads are placed at least 3 feet apart (if the room cannot accommodate spacing children 3 feet apart, children should be spaced as far apart as possible and alternated head to foot).
- ❒ The sleeping surface of one child's rest equipment is not placed in contact with the sleeping surface of another child's rest equipment.
- ❒ Any exposure to second-hand or third-hand smoke is avoided (from adult clothing).

Recommendations for Use of Pacifiers

- ❒ Written policy describes rationale and protocols for use of pacifiers.
- ❒ Pacifiers are kept away from places near mobile infants and toddlers.
- ❒ Parent/ guardian has given written permission, including any instructions or preferences, on the use of pacifiers. Written permission should be on file.
- ❒ Staff inspects each pacifier for tears or cracks and unknown fluid in the nipple before each use.
- ❒ Staff cleans each pacifier with soap and water before each use.
- ❒ Pacifiers with attachments (including pins, clips, or ties) are not allowed.
- ❒ If an infant refuses a pacifier s/he is not forced to take it.
- ❒ If the pacifier falls out of the infant's mouth during sleep, the pacifier is removed from the crib.
- ❒ Pacifiers are not coated in any sweet solution.
- ❒ Pacifiers are cleaned, stored open to air, and kept separate from the diapering area, diapering items, or other children's personal items.

Notes:

References

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education (2013). *Stepping stones to caring for our children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available at http://nrckids.org

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs, 3rd edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available at http://nrckids.org

American Academy of Pediatrics (2012). *A child care provider's guide to safe sleep: Helping you to reduce the risk of SIDS*. Available at http://www.healthychildcare.org/PDF/SIDSchildcaresafesleep.pdf

** Adapted from Idaho Stars (2015). *Safe sleep checklist (for safe and healthy sleeping).* Available at http://www.Idahostars.org

HEALTH AND SAFETY

STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
(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. (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. (5) ITERS-3: Self-assessment completed for each infant and toddler room.	(1) Citations from DCCA CCLP resolved within the prescribed time frame. (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. (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. (4) ITERS-3: Minimum overall score of 2.00. (5) ITERS-3: No rating of 1 for any items within subscale Personal Care Routines.	(1) Citations from DCCA CCLP resolved within the prescribed time frame. (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. (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. (4) ITERS-3: Minimum overall score of 3.00. (5) ITERS-3: No rating of 1 for any items within the subscales Space and Furnishings ***and*** Personal Care Routines.	(1) Citations from DCCA CCLP resolved within the prescribed time frame. (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. (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. (4) ITERS-3: Minimum overall score of 4.00. (5) ITERS-3: No rating of 1 for any items within the subscales Space and Furnishings ***and*** Personal Care Routines.	(1) Citations from DCCA CCLP resolved within the prescribed time frame. (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. (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. (4) ITERS-3: Minimum overall score of 5.00. (5) ITERS-3: Minimum average score of 3.00 for subscales Space and Furnishings ***and*** Personal Care Routines. (No rating of 1 for any items within the subscales Space and Furnishings ***and*** Personal Care Routines.)

* Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.

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

STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
(6) ECERS-3: Self-Assessment completed for each preschool room.	(6) ECERS-3: Minimum overall score of 2.00.	(6) ECERS-3: Minimum overall score of 3.00.	(6) ECERS-3: Minimum overall score of 4.00.	(6) ECERS-3: Minimum overall score of 5.00.
(7) SACERS-U: Self-Assessment completed by each school age room.	(7) ECERS-3: No rating of 1 for any items within subscale Personal Care Routines.	(7) ECERS-3: No rating of 1 for any items within the subscale Space and Furnishings ***and*** Personal Care Routines.	(7) ECERS-3: No rating of 1 for any items within the subscale Space and Furnishings ***and*** Personal Care Routines.	(7) ECERS-3: Minimum average score of 3.00 for subscales Space and Furnishings ***and*** Personal Care routines. (No rating of 1 for any items within the subscales Space and Furnishings ***and*** Personal Care Routines.)
	(8) SACERS-U*: No rating of 1 for any items within subscale Health & Safety items #17 Meals/ snacks, #18 Personal hygiene	(8) SACERS-U*: Minimum average score of 3.00 for subscales Space & Furnishings (items #1-9) ***and*** Health and Safety (items #14, #17, #18 only). (No rating of 1 for these items)	(8) SACERS-U*: Minimum average score of 4.00 for subscales Space & Furnishings (items #1-9) ***and*** Health and Safety (items #14, #17, #18 only). (No rating of 1 for these items)	(8) SACERS-U*: Minimum average score of 5.00 for subscales Space & Furnishings (items #1-9) ***and*** Health and Safety (items #14, #17, #18 only). (No rating of 1 for these items)

* Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.

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

STAFFING AND PROFESSIONAL DEVELOPMENT

STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
(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 (including new directors): 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 (including new directors): Completed the CNMI QRIS and coaching orientation sessions. (3) All directors: Within the required 30 hours, 5 hours of training and/ or TA must be 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 (including new directors): Completed the CNMI QRIS and coaching orientation sessions. (3) All directors: Within the required 30 hours, 4 hours of training and/ or TA must be 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 (including new directors): Completed the CNMI QRIS and coaching orientation sessions. (3) All directors: Within the required 30 hours, 3 hours of training and/ or TA must be 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 (including new directors): Completed the CNMI QRIS and coaching orientation sessions. (3) All directors: Within the required 30 hours, 2 hours of training and/ or TA must be 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
(1) For all age groups, a daily schedule is posted, and the current lesson plan is easily accessible.	(1) For all age groups, a developmentally appropriate daily schedule is posted, and the current lesson plan is easily accessible. * 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.	(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.
	(2) ITERS-3: Minimum overall score of 2.00.	(2) Providers use the CNMI Early Learning and Development Guidelines (ELDGs) to inform the program's activities and curriculum.	(2) ITERS-3: Minimum overall score of 4.00.	(2) ITERS-3: Minimum overall score of 5.00.
	(3) ITERS-3: No rating of 1 for any items within subscales Language & Books ***and*** Interaction.	(3) ITERS-3: Minimum overall score of 3.00.	(3) ITERS-3: Minimum average score of 4.00 for subscales Program Structure, Language & Books, Activities, ***and*** Interaction. (No rating of 1 for any items within these subscales)	(3) ITERS-3: Minimum average score of 5.00 for subscales Program Structure, Language & Books, Activities, ***and*** Interaction. (No rating of 1 for any items within these subscales)
	(4) ECERS-3: Minimum overall score of 2.00.	(4) ITERS-3: Minimum average score of 3.00 for subscales Program Structure, Language & Books, Activities, ***and*** Interaction. (No rating of 1 for any items within these subscales)	(4) ECERS-3: Minimum overall score of 4.00.	(4) ECERS-3: Minimum overall score of 5.00.
	(5) ECERS-3: No rating of 1 for any items within subscales Language & Literacy ***and*** Interaction.	(5) ECERS-3: Minimum overall score of 3.00.	(5) ECERS-3: Minimum average score of 4.00 for subscales Program Structure, Language & Literacy, Activities, ***and*** Interaction. (No rating of 1 for any items within these subscales)	(5) ECERS-3: Minimum average score of 5.00 for subscales Program Structure, Language & Literacy, Activities, ***and*** Interaction. (No rating of 1 for any items within these subscales)

* Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.

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

STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
	(6) SACERS-U*: No rating of 1 for items #27-32 within the Interactions subscale.	(6) ECERS-3: Minimum average score of 3.00 for subscales Program Structure, Language & Literacy, Activities, ***and*** Interaction. (No rating of 1 for any items within these subscales) (7) SACERS-U*: Minimum average score of 3.00 for subscales Program Structure (items #36 and #37), Activities (#19-26), Interactions (#27-32). (No rating of 1 for those items scored within these subscales)	(6) SACERS-U*: Minimum average score of 4.00 for subscales Program Structure (items #36 and #37), Activities (#19-26), Interactions (#27-32). (No rating of 1 for those items scored within these subscales)	(6) SACERS-U*: Minimum average score of 5.00 for subscales Program Structure (items #36 and #37), Activities (#19-26), Interactions (#27-32). (No rating of 1 for those items scored within these subscales)
CLASS INTERACTIONS (TBD)	***CLASS INTERACTIONS (TBD)***	***CLASS INTERACTIONS (TBD)***	***CLASS INTERACTIONS (TBD)***	***CLASS INTERACTIONS (TBD)***

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

CHILDREN WITH DISABILITIES

STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
(1) Information on resources in the community is current and available for parents onsite.	(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 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.
	(3) Staff working with child(ren) with special needs are trained in inclusive practices annually.	(3) SACERS-U*: Minimum rating of 2 for item #42 – Provisions for Exceptional Children.	(3) SACERS-U*: Minimum rating of 3 for item #42 – Provisions for Exceptional Children.	(3) SACERS-U*: Minimum rating of 4 for item #42 – Provisions for Exceptional Children.
	(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 are trained in inclusive practices annually.	(4) All teaching staff, including director, are 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, are trained in inclusive practices annually. (5) Inclusive practices are evident, and program is applying IEP or medical/ health care plan of the child.

* Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.

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

FAMILY ENGAGEMENT AND STRENGTHENING

STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
(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) Program conducts a parent orientation to the program.	(2) Parent orientation must include informing parents of program policies (e.g., safe sleep practices, snacks, open door policy, developmental screening/ ASQ).	(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.
(3) 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. (4) 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.		(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.
	(3) PAS-3**: Minimum rating of 2 on items #17 Family communications, #18 Family support and engagement, and #19 Community outreach.	(4) PAS- 3**: Minimum rating of 3 on #17 Family communications, #18 Family support and engagement, and #19 Community outreach.	(4) PAS- 3**: Minimum rating of 4 on #17 Family communications, #18 Family support and engagement, and #19 Community outreach.	(4) PAS- 3**: Minimum rating of 5 on #17 Family communications, #18 Family support and engagement, and #19 Community outreach.

* Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.

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

LEADERSHIP AND MANAGEMENT

STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
(1) Directors complete Program Administration Scale (PAS) self-assessment annually.	(1) Drafted and completed at least 25% of the Program Administration Scale (PAS) QIP or items for improvement are addressed by a timeline.	(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. (2) ITERS-R: Minimum rating of 4 for item #37 Staff Continuity.	(1) 100% of the Program Administration Scale (PAS) QIP has been completed or items for improvement are addressed by a timeline. (2) ITERS-R: Minimum rating of 5 for item #37 Staff Continuity.
			(3) PAS- 3**: Minimum rating of 4 on item #11 Screening and identification. (4) PAS- 3**: Minimum rating of 3 on items #12 Assessment in support of learning ***and*** #15 Strategic planning. (5) PAS- 3**: Minimum rating of 4 on item #16 Evaluation and continuous improvement.	(3) PAS- 3**: Minimum rating of 5 on item #11 Screening and identification. (4) PAS- 3**: Minimum rating of 4 on items #12 Assessment in support of learning ***and*** #15 Strategic planning. (5) PAS- 3**: Minimum rating of 4 on item #7 Facilities. (6) PAS- 3**: Minimum rating of 5 on item #16 Evaluation and continuous improvement.

The updated version of the QRIS standard will take effect on July 1, 2024. Revisions were informed by lessons learned from the pilot years, data from assessment and observation results, the PDG needs assessments, ongoing technical assistance from federal Region IX specialists, provider feedback, and survey and focus group responses (e.g. related to ratio, crowding, continuity of care, director training, family engagement) from parents and partners.

* Revisions to the QRIS standards for after school care are pending the release and implementation of SACERS-3.

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

Center _____

Verification Block Date _____

Assessor(s) ITERS-3 _____
ECERS-3 _____
SACERS-U _____
PAS-3 _____

STAR 1

Reach Higher CNMI Standards Checklist
Full Observation

Health and Safety	Met	Not Met
(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.		
(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.		
(5) ITERS-3: Self-assessment completed for each infant and toddler room.		
(6) ECERS-3: Self-Assessment completed for each preschool room.		
(7) SACERS-U: Self-Assessment completed by each school age room.		
Staffing and Professional Development	Met	Not Met
(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 (including new directors): Completed the CNMI QRIS and coaching orientation sessions.		
Child Growth and Development	Met	Not Met
(1) For all age groups, a daily schedule is posted, and the current lesson plan is easily accessible.		
Children With Disabilities	Met	Not Met
(1) Information on resources in the community is current and available for parents onsite.		
Family Engagement and Strengthening	Met	Not Met
(1) Program communicates with families.		
(2) Program conducts a parent orientation to the program.		
(3) 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.		
(4) 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.		
Leadership and Management	Met	Not Met
(1) Directors complete Program Administration Scale (PAS) self-assessment annually.		

Verified at time of CCDF certification renewal.

Center _____

Verification Block Date _____

STAR 2

Reach Higher CNMI Standards Checklist
Full Observation

Health and Safety	Met	Not Met
(1) Citations from DCCA CCLP resolved within the prescribed time frame.		
(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.		
(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.		
(4) ITERS-3: Minimum overall score of 2.00.		
(5) ITERS-3: No rating of 1 for any items within subscale Personal Care Routines.		
(6) ECERS-3: Minimum overall score of 2.00.		
(7) ECERS-3: No rating of 1 for any items within subscale Personal Care Routines.		
(8) SACERS-U*: No rating of 1 for any items within subscale Health & Safety items #17 Meals/ snacks, #18 Personal hygiene		
Staffing and Professional Development	Met	Not Met
(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 (including new directors): Completed the CNMI QRIS and coaching orientation sessions.		
(3) All directors: Within the required 30 hours, 5 hours of training and/ or TA must be specific to PAS, business practice, and/ or leadership topics approved by CCDF.		
Child Growth and Development	Met	Not Met
(1) For all age groups, a developmentally appropriate daily schedule is posted, and the current lesson plan is easily accessible. * Daily schedule includes, but is not limited to, different activities such as small and large group time, individual choice, gross motor, etc.		
(2) ITERS-3: Minimum overall score of 2.00.		
(3) ITERS-3: No rating of 1 for any items within subscales Language & Books and Interaction.		
(4) ECERS-3: Minimum overall score of 2.00.		
(5) ECERS-3: No rating of 1 for any items within subscales Language & Literacy and Interaction.		
(6) SACERS-U*: No rating of 1 for items #27-32 within the Interactions subscale.		
Children With Disabilities	Met	Not Met
(1) Information on resources in the community is current and available for parents. The information comes from at least three (3) different sources.		
(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.		
(3) Staff working with child(ren) with special needs are 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.		
Family Engagement and Strengthening	Met	Not Met
(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).		
(3) PAS-3**: Minimum rating of 2 on items #17 Family communications, #18 Family support and engagement, and #19 Community outreach.		
Leadership and Management	Met	Not Met
(1) Drafted and completed at least 25% of the Program Administration Scale (PAS) QIP or items for improvement are addressed by a timeline.		

Center _____

Verification Block Date _____

STAR 3

Reach Higher CNMI Standards Checklist
Full Observation

Health and Safety	Met	Not Met
(1) Citations from DCCA CCLP resolved within the prescribed time frame.		
(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.		
(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.		
(4) ITERS-3: Minimum overall score of 3.00.		
(5) ITERS-3: No rating of 1 for any items within the subscales Space and Furnishings and Personal Care Routines.		
(6) ECERS-3: Minimum overall score of 3.00.		
(7) ECERS-3: No rating of 1 for any items within the subscale Space and Furnishings and Personal Care Routines.		
(8) SACERS-U*: Minimum average score of 3.00 for subscales Space & Furnishings (items #1-9) and Health and Safety (items #14, #17, #18 only). (No rating of 1 for these items)		
Staffing and Professional Development	Met	Not Met
(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 (including new directors): Completed the CNMI QRIS and coaching orientation sessions.		
(3) All directors: Within the required 30 hours, 4 hours of training and/ or TA must be specific to PAS, business practice, and/ or leadership topics approved by CCDF.		
Child Growth and Development	Met	Not Met
(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.		
(3) ITERS-3: Minimum overall score of 3.00.		
(4) ITERS-3: Minimum average score of 3.00 for subscales Program Structure, Language & Books, Activities, and Interaction. (No rating of 1 for any items within these subscales)		
(5) ECERS-3: Minimum overall score of 3.00.		
(6) ECERS-3: Minimum average score of 3.00 for subscales Program Structure, Language & Literacy, Activities, and Interaction. (No rating of 1 for any items within these subscales)		
(7) SACERS-U*: Minimum average score of 3.00 for subscales Program Structure (items #36 and #37), Activities (#19-26), Interactions (#27-32). (No rating of 1 for those items scored within these subscales)		
Children With Disabilities	Met	Not Met
(1) ITERS-R: Minimum rating of 2 for item #32 Provisions for Children with Disabilities.		
(2) ECERS-R: Minimum rating of 2 for item #37 Provisions for Children with Disabilities.		
(3) SACERS-U*: Minimum rating of 2 for item #42 – Provisions for Exceptional Children.		
(4) All teaching staff are trained in inclusive practices annually.		
Family Engagement and Strengthening	Met	Not Met
(1) Social and educational events and opportunities to volunteer are provided for families (at least one example of each).		
(2) SACERS-U*: Minimum rating of 2 for item #27 Greeting/ Departing.		
(3) Program provides training to parents and families on written policies or best practices, at least once (1) a year.		
(4) PAS- 3**: Minimum rating of 3 on #17 Family communications, #18 Family support and engagement, and #19 Community outreach.		
Leadership and Management	Met	Not Met
(1) Drafted and completed at least 50% of the Program Administration Scale (PAS) QIP or items for improvement are addressed by a timeline.		

Center

Verification Block Date _____

STAR 4

Reach Higher CNMI Standards Checklist
Full Observation

Health and Safety	Met	Not Met
(1) Citations from DCCA CCLP resolved within the prescribed time frame.		
(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.		
(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.		
(4) ITERS-3: Minimum overall score of 4.00.		
(5) ITERS-3: No rating of 1 for any items within the subscales Space and Furnishings and Personal Care Routines.		
(6) ECERS-3: Minimum overall score of 4.00.		
(7) ECERS-3: No rating of 1 for any items within the subscale Space and Furnishings and Personal Care Routines.		
(8) SACERS-U*: Minimum average score of 4.00 for subscales Space & Furnishings (items #1-9) and Health and Safety (items #14, #17, #18 only). (No rating of 1 for these items)		
Staffing and Professional Development	Met	Not Met
(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 (including new directors): Completed the CNMI QRIS and coaching orientation sessions.		
(3) All directors: Within the required 30 hours, 3 hours of training and/ or TA must be specific to PAS, business practice, and/ or leadership topics approved by CCDF.		
Child Growth and Development	Met	Not Met
(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.		
(2) ITERS-3: Minimum overall score of 4.00.		
(3) ITERS-3: Minimum average score of 4.00 for subscales Program Structure, Language & Books, Activities, and Interaction. (No rating of 1 for any items within these subscales)		
(4) ECERS-3: Minimum overall score of 4.00.		
(5) ECERS-3: Minimum average score of 4.00 for subscales Program Structure, Language & Literacy, Activities, and Interaction. (No rating of 1 for any items within these subscales)		
(6) SACERS-U*: Minimum average score of 4.00 for subscales Program Structure (items #36 and #37), Activities (#19-26), Interactions (#27-32). (No rating of 1 for those items scored within these subscales)		
Children With Disabilities	Met	Not Met
(1) ITERS-R: Minimum rating of 3 for item #32 Provisions for Children with Disabilities.		
(2) ECERS-R: Minimum rating of 3 for item #37 Provisions for Children with Disabilities.		
(3) SACERS-U*: Minimum rating of 3 for item #42 – Provisions for Exceptional Children.		
(4) All teaching staff, including director, are trained in inclusive practices annually.		
(5) Inclusive practices are evident, and program is applying IEP or medical/ health care plan of the child.		
Family Engagement and Strengthening	Met	Not Met
(1) One-parent teacher conference is conducted during the year.		
(2) SACERS-U*: Minimum rating of 3 for item #27 Greeting/ Departing.		
(3) Program provides training to parents and families on written policies and best practices, at least two (2) times a year.		
(4) PAS- 3**: Minimum rating of 4 on #17 Family communications, #18 Family support and engagement, and #19 Community outreach.		
Leadership and Management	Met	Not Met
(1) At least 75% of the Program Administration Scale (PAS) QIP has been completed or items for improvement are addressed by a timeline.		
(2) ITERS-R: Minimum rating of 4 for item #37 Staff Continuity.		
(3) PAS- 3**: Minimum rating of 4 on item #11 Screening and identification.		
(4) PAS- 3**: Minimum rating of 3 on items #12 Assessment in support of learning and #15 Strategic planning.		
(5) PAS- 3**: Minimum rating of 4 on item #16 Evaluation and continuous improvement.		

Center

Verification Block Date _____

STAR 5

Reach Higher CNMI Standards Checklist
Full Observation

Health and Safety	Met	Not Met
(1) Citations from DCCA CCLP resolved within the prescribed time frame.		
(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.		
(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.		
(4) ITERS-3: Minimum overall score of 5.00.		
(5) ITERS-3: Minimum average score of 3.00 for subscales Space and Furnishings and Personal Care Routines. (No rating of 1 for any items within the subscales Space and Furnishings and Personal Care Routines.)		
(6) ECERS-3: Minimum overall score of 5.00.		
(7) ECERS-3: Minimum average score of 3.00 for subscales Space and Furnishings and Personal Care routines. (No rating of 1 for any items within the subscales Space and Furnishings and Personal Care Routines.)		
(8) SACERS-U*: Minimum average score of 5.00 for subscales Space & Furnishings (items #1-9) and Health and Safety (items #14, #17, #18 only). (No rating of 1 for these items)		
Staffing and Professional Development	Met	Not Met
(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 (including directors): Completed the CNMI QRIS and coaching orientation sessions.		
(3) All directors: Within the required 30 hours, 2 hours of training and/ or TA must be specific to PAS, business practice, and/ or leadership topics approved by CCDF.		
Child Growth and Development	Met	Not Met
(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.		
(2) ITERS-3: Minimum overall score of 5.00.		
(3) ITERS-3: Minimum average score of 5.00 for subscales Program Structure, Language & Books, Activities, and Interaction. (No rating of 1 for any items within these subscales)		
(4) ECERS-3: Minimum overall score of 5.00.		
(5) ECERS-3: Minimum average score of 5.00 for subscales Program Structure, Language & Literacy, Activities, and Interaction. (No rating of 1 for any items within these subscales)		
(6) SACERS-U*: Minimum average score of 5.00 for subscales Program Structure (items #36 and #37), Activities (#19-26), Interactions (#27-32). (No rating of 1 for those items scored within these subscales)		
Children With Disabilities	Met	Not Met
(1) ITERS-R: Minimum rating of 4 for item #32 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 4 for item #42 – Provisions for Exceptional Children.		
(4) All teaching staff, including director, are trained in inclusive practices annually.		
(5) Inclusive practices are evident, and program is applying IEP or medical/ health care plan of the child.		
Family Engagement and Strengthening	Met	Not Met
(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) SACERS-U*: Minimum rating of 4 for item #27 Greeting/ Departing.		
(3) Program provides training to parents and families on written policies and best practices, at least three (3) times a year.		
(4) PAS- 3**: Minimum rating of 5 on #17 Family communications, #18 Family support and engagement, and #19 Community outreach.		
Leadership and Management	Met	Not Met
(1) 100% of the Program Administration Scale (PAS) QIP has been completed or items for improvement are addressed by a timeline.		
(2) ITERS-R: Minimum rating of 5 for item #37 Staff Continuity.		
(3) PAS- 3**: Minimum rating of 5 on item #11 Screening and identification.		
(4) PAS- 3**: Minimum rating of 4 on items #12 Assessment in support of learning and #15 Strategic planning.		
(5) PAS- 3**: Minimum rating of 4 on item #7 Facilities.		
(6) PAS- 3**: Minimum rating of 5 on item #16 Evaluation and continous improvement.		

APPENDIX H

CHILD CARE AND DEVELOPMENT FUND (CCDF) PROGRAM
Quality Improvement Plan (QIP)

CIRCLE ONE: ITERS-3 ECERS-3 SACERS-U PAS

CENTER NAME:	**LOCATION:**
NAME/S OF PERSON/S COMPLETING THIS FORM:	**DATE:**

AGES OF CHILDREN	TOTAL NUMBER OF CHILDREN ENROLLED	NUMBER OF CLASSROOMS	NAME OF TEACHER/STAFF ASSIGNED TO THIS GROUP
Infants (birth to 12 months)			
Toddler (13 months to 35 months)			
Preschool (36 months to 5 years old)			
School Age Afterschool 6 years old to 12 years old)			

Please indicate below if your classrooms are doing mixed age grouping. If they are, what ages are mixed and indicate the time. *(E.g. Preschool 1 classroom will have School Age Afterschool children with them from 3:00p.m. to 6:00p.m. For a total of 25 children.)*

AGE GROUP WITH AGE RANGE	MAX. ENROLLED	COMMENT	TIME ROOM ACCESSIBLE:
EXAMPLE: Preschool (36 months to 5 years old)	*12*	*Children come in starting at 8am.*	*8am-6pm*
School Age Afterschool 6 years old to 12 years old)	*3*	*These afterschool children are combined with the preschool age group after they arrive from school.*	*2pm- 6pm*

AREAS OF STRENGTH

Use the matrix below to identify areas of strength at your site. Examples are provided.
(1) Have I identified a strength in each of the subscales? (2) How can I continue to maintain this strength? (3) Place items in the tables below of ratings you rated highest on (ex: Ratings 4 and higher).

SUBSCALE OR ITEM RATING	STRENGTH	I CAN MAINTAIN THIS STRENGTH BY:
INSTRUCTIONS	***1. Look at how you rated for each item (from your latest coaching observation or QRIS observation). Go to your ITERS-3, ECERS-3, or SACERS-U scale and read the indicators you have met based on your rating for that item.*** ***2. In 1-2 sentences write what is your current strength based on what you read.***	***Reading what you wrote for your strength on the column to the left. Now fill in this column on how you will maintain (keep doing) this strength. What are actions you will take to make sure that you do not fall in a low rating?***
EXAMPLE: *Item #5 Child-Related Display – 4.00*	*I will continue to provided extended talk about display to at least 2 different children.*	○ *Talk to 2 children about display.* ○ *Point to print as I talk about display.* ○ *Display children's art work with name and date at their eye level.* ○ *Display other posters at their eye level.*

Use Additional Sheets if needed

SUBSCALE OR ITEM RATING	STRENGTH	I CAN MAINTAIN THIS STRENGTH BY:

Use additional sheets if needed

AREAS FOR IMPROVEMENT

Use the matrix to identify action steps that will improve your site's quality and quality practices. Examples are provided. Please consider the following questions when completing this matrix.

1. Which areas of improvement and specific tasks are a priority for my site at the current time? Why?
2. Am I writing tasks or items for improvement in such a way that I can easily determine whether or not I have achieved success? Avoid general and vague statements such as "Improve the driveway"
3. When do I expect to complete this action item?
4. Who will be responsible for leading the completion of this item?
5. Use "My Teaching Practice Goal" as you plan to complete each of the tasks for improvement.
6. Once a task has been completed to meet the item or subscale, insert the date completed.

Note: We encourage you to include Continuous Quality Improvement items – items on which you already maybe performing well (i.e., do not have a low score) but still are hoping to make improvements.

SUBSCALE OR ITEM RATING	SPECIFIC TASKS FOR IMPROVEMENT	ESTIMATED COMPLETION DATE	PERSON(S) RESPONSIBLE	DATE COMPLETED
INSTRUCTIONS	***1. Looking at the exact order of how you listed your priorities on the initial planning guide sheet (based on your most recent coaching or QRIS observation), list the Item and rating on the column to the left (ex: #1 indoor space – 2) in the same order based on what you had chosen to work on first to last).*** ***2. Next, look at how you rated on the column on the left. Go to Summary Report and read the document to help you identify which indicators were not met during your coaching observation or QRIS observation.*** ***3. Lastly, specify what indicator was not met and what you will do to make sure you meet the specific indicator.***	**(Month/Yr)**		
EXAMPLE: Item # Diapering/Toileting - 2	*3.2 I will make sure to check children's diapers each hour and change as needed. By the 2nd hour I will check diapers again and for the children I did not change on the first hour I will proceed to change them even if they are dry. After each change I will also make sure to log it right away in the diaper log. I will make sure all children are changed regularly.* *5.1. I will make sure to follow all the proper diapering steps and disinfect sinks between each diaper change.*	June 2023	Ms. Annie	

SUBSCALE OR ITEM RATING	SPECIFIC TASKS FOR IMPROVEMENT	ESTIMATED COMPLETION DATE	PERSON(S) RESPONSIBLE	DATE COMPLETED

Use additional sheets if needed

APPENDIX I

PRESERVICE TEXAS A&M TRAINING CHART

v.10.01.2024

Center's Name _____

Name of Provider/ Staff _____

CCLP Approval Date _____

CCLP Approved Main Title _____

CCLP Approved Age Group Assigment _____

REMINDER:

1 All new staff are to complete all the 12 topics of the Pre-service requirements within 90 days from the CCLP's approval.

2 New staff working on completing the Pre-service topics shall not be left alone with a group of children, nor be assigned to an age-group he or she will not be counted in ratio.

3 Failure to complete the Pre-service within 3 months, the new staff will be asked to stop working with the children and shall not be counted in ratio within the next three months regardless of completion of the topics.

4 Failure to complete the annual ongoing 30 hours combination of training and technical assistance will result to the teacher/ caregiver/ director to stop working with the children and may not be allowed to work with children for at least 3 months.

REQUIRED 12 H&S Topics (Must be completed within 90 days of approval from CCLP)		Date of Completion	No. of Hours
1 Administration of Medication, Consistent with Standards for Parental Consent			
Option A :	Medication Administration in Child Care: Ensuring Children's Safety		
2 Building and Physical Premises Safety, Including Identification of and Protection from Hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic			
Option A :	Injury Prevention and Child Safety in Child Care Settings **PLUS** Ensuring the Health and Safety of Infants and Toddlers in Child Care		
3 Child Development			
Option A :	Child Growth and Development from infancy to School-Age		
Option B :	Supporting Child Growth and Development **PLUS** Supporting Children's Social and Emotional Development		
Option C :	Understanding Infant and Toddler Development		
Option D:	Routines and Environments that Support Social Emotional Development in Infants and Toddlers		
Option E:	Developing Appropriate Learning Environments for infants and Toddlers		
4 Emergency Preparedness and Response Recovery Plan			
Option A :	Emergency Planning for Child Care Providers		
5 Handling and storage of hazardous materials and the appropriate disposal of bio contaminants			
Option A :	Poison Prevention and Safety in Child Care Programs		

PRESERVICE TEXAS A&M TRAINING CHART

v.10.01.2024

		Date of Completion	No. of Hours
6	**Pediatric First aid and Pediatric Cardiopulmonary Resuscitation (CCDF will only recognize FACE TO FACE Training)**		

7 Precautions in Transporting Children

Option A :	Part 1: Transporting Children Safely in Child Care		

8 Prevention of and response to emergencies due to food and allergic reactions

Option A :	Healthy Eaters: Infant and Toddler Nutrition in Child Care Setting **PLUS** Feeding Young Children with Special Food Needs		
Option B :	Age- Appropriate Nutrition, Feeding, and Support for Breast Feeding **PLUS** Feeding Young Children with Special Food Needs		
Option C :	Managing Common Childhood Illnesses in Child Care		

9 Prevention and Control of Infectious Diseases (including immunization)

Option A :	Infection Control in Child Care Settings **PLUS** Childhood Immunization		
Option B :	Ensuring the Health and Safety of Infants and Toddlers in Child Care **PLUS** Childhood Immunization		

10 Prevention of Shaken Baby Syndrome and Abusive Head Trauma (SBS)

Option A :	Abusive Head Trauma (Shaken Baby Syndrome): A Guide for Child Care Providers		

11 Prevention of Sudden Infant Death Syndrome (SIDS) and The Use of Safe Sleeping Practices

Option A :	Safe Sleep: Reducing the Risk of Sleep-Related Infant Death in Child Care		

12 Recognition and Reporting of Child Abuse and Neglect

Option A :	Child Maltreatment: A Guide for Child Care Professionals		

APPENDIX J

PRESERVICE TRAINING
NOTICE OF CONSEQUENCE

The Reauthorization Act of 2014 mandates all new child care providers working in licensed and CCDF-certified centers/ homes to complete the 12 preservice training topics within 90 days from the date of approval from CCLP.

For your information, **Ms./Mr._____,** staff at _____was approved on _____and was required to complete the pre-service training on or before _____**.** Unfortunately, Ms./Mr._____ failed to meet the obligation and is now fully non-compliant with the 90-day preservice training requirement.

As a consequence of failure to complete the 90 days requirement on time, the following applies to **Ms. /Mr._____**:

1. *Immediate removal from the classroom*
2. *Not to be counted in the ratio*
3. *Denial of access to free training from CCDF*

NOTE: The following topics were either not completed or partially completed by **Ms./Mr._____:**

Sample: Completion Summary

	TOPIC TITLE	COMPLETION STATUS
1.	Prevention and Control of Infectious Diseases (including immunization)	NO CERTIFICATE
2.	Prevention of Sudden Infant Death Syndrome (SIDS) and The Use of Safe Sleeping Practices	NO CERTIFICATE
3.	Prevention of Shaken Baby Syndrome and Abusive Head Trauma	NO CERTIFICATE
4.	Prevention of and Response to Emergencies due to Food and Allergic Reactions	NO CERTIFICATE
5.	Building and Physical Premises Safety	NO CERTIFICATE
6.	Administration of Medication, Consistent with Standards for Parental Consent	NO CERTIFICATE
7.	Emergency Preparedness	NO CERTIFICATE
8.	Handling and Storage of Hazardous Materials and the Appropriate Disposal of Bio-contaminants	NO CERTIFICATE
9.	Pre-cautious in Transporting Children	NO CERTIFICATE
10.	Pediatric First aid and Pediatric Cardiopulmonary Resuscitation	NO CERTIFICATE
11.	Child Development	NO CERTIFICATE

Center Director Printed _____

Center Director Signature _____

Date _____

APPENDIX K

This document certifies the completion of CCDF's 12 preservice training topics as mandated by the CCDBG Reauthorization Act of 2014. The preservice training topics were completed by

DAWN JOHNSON

This certificate remains valid on the following conditions: (a) the provider has no pending violations or non-compliance issues, (b) the pediatric/ first aid CPR is valid (not expired), and (c) the gap in employment is less than a year, and (d) no 12-month period has lapsed since the provider last completed a required health and safety topic.

Date of Issue: October 15, 2024

Training Summary Table

Johnson, Dawn (2024.10.01)			**DATE OF COMPLETION: 9-Oct-2024**
TOPIC	**TRAINING DATE**	**HOURS**	**FACILITATOR**
H&S-"PRE-SERVICE"-Administration of Medication, Consistent with Standards for Parental: Medication Administration in Child Care: Ensuring Children's Safety	27-Sep-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Building and Physical Premises Safety : Ensuring the Health and Safety of Infants and Toddlers in Child Care	27-Sep-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Building and Physical Premises Safety : Injury Prevention and Child Safety in Child Care Settings	27-Sep-2024	1	TEXAS A&M
H&S-"PRE-SERVICE"-Child Development : Child Growth and Development from infancy to School-Age	27-Sep-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Emergency Preparedness and Response Recovery Plan : Emergency Planning for Child Care Providers	27-Sep-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Handling and storage of hazardous materials and the appropriate disposal of bio contaminants : Poison Prevention and Safety in Child Care Programs	27-Sep-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Pediatric First Aid & CPR	30-Jun-2023	3.5	TEXAS A&M
H&S-"PRE-SERVICE"-Precautions in Transporting Children : Part 1: Transporting Children Safely in Child Care	9-Oct-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Prevention and control of Infectious Diseases Including Immunization: Childhood Immunization	27-Sep-2024	1	TEXAS A&M
H&S-"PRE-SERVICE"-Prevention and control of Infectious Diseases Including Immunization: Infection Control in Child Care Settings	27-Sep-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Prevention of and response to emergencies due to food and allergic reactions : Managing Common Childhood Illnesses in Child Care	27-Sep-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Prevention of Shaken Baby Syndrome and Abusive Head Trauma (SBS) : Abusive Head Trauma (Shaken Baby Syndrome): A Guide for Child Care Providers	3-Oct-2024	2	EGL
H&S-"PRE-SERVICE"-Recognition and Reporting of Child Abuse and Neglect : Child Maltreatment: A Guide for Child Care Professionals	8-Sep-2024	2	TEXAS A&M
H&S-"PRE-SERVICE"-Sudden Infant Death Syndrome and The Use of the Safe Sleep Practices Checklist (SIDS) : Safe Sleep:Reducing the Risk of Sleep-Related Infant Death in Child Care	26-Sep-2024	2	EGL
	TOTAL >>>>>	**27.5**	

APPENDIX L

DCCA CHILD CARE AND DEVELOPMENT FUND (CCDF)
NOTICE OF TRAINING PENALTY

Program Name : **New World Daycare**

Program Location. : Chalan Kiya

Participant's Name : **Dawn Johnson**

Title/ Position : Child Care Aide for B/Afterschool Aged

	Training Title(s)	Training Date	Training Time	Facilitator(s)	Organization (e.g. NMC, EGL)	Amount of Penalty Fee (see below)	TOTAL PENALTY FEES
1	Emergency Preparedness and Response Recovery Plan-(EPRRP)-HEALTH AND SAFETY	Oct. 1, 2024	6:00pm-8:30pm	EGL	EGL	$45.00 each	**$45.00**
2	TRAINING						

IMPORTANT:

Penalty Fees: ◯ **$40** All types of trainings / workshops ☒ **$45** All types of preservice trainings ◯ **$55** All types of training not under NMC
◯ **$250** All trainings under NMC ◯ **$40** Any other CCDF-sponsored event ◯ **$40** All types of orientation under the CCDF/CCDF consultant

Payment must be made to **CCDF Account # H8575M-44350**, to be paid at **CNMI TREASURY**.

Provider is required to pay the penalty fee before he/she will be allowed TO REGISTER for future training/ workshops/ TAs. As proof of payment, the provider must submit a **COPY OF THE RECEIPT** to training@evergreenlearning.org AND vdiaz.ccdf@childcare.gov.mp as soon as possible and/ or attach the receipt to the next preregistration form.

FOR CCDF/EVERGREEN LEARNING PURPOSES ONLY

RECEIPT NO: _____ AMOUNT PAID: _____

_____ Provider need not pay; absence excused due to COVID

Verified by: _____ (CCDF/Evergreen Employee Initials and Signature). Date: _____ 21722v.1VD

APPENDIX M

QRIS INCENTIVES FOR YEAR 7 – FY2025 Effective Oct. 1, 2024 to Sept. 30, 2027 FINAL

STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
BASE RATE	TIERED REIMBURSEMENT: 7% (Monthly-for CCDF families only)	TIERED REIMBURSEMENT: 10% (Monthly-for CCDF families only)	TIERED REIMBURSEMENT: 12% (Monthly-for CCDF families only)	TIERED REIMBURSEMENT: 15% (Monthly-for CCDF families only)
Children with Special needs: None	Children with Special Needs: $700.00 (Annual per CCDF Family)	Children with Special Needs: $800.00 (Annual per CCDF Family)	Children with Special Needs: $850.00 (Annual per CCDF Family)	Children with Special Needs: $900.00 (Annual per CCDF Family)
Contracted Slots: None	Contracted Slots: NONE	Pilot: Contracted Slots for Infants/toddlers only (6 weeks to 18 months) for max of 2 classrooms. Max. of 6 months or once a child is enrolled in those slots (whichever is earlier). If no infants, then a toddler room or mix.	Pilot: Contracted Slots for Infants/toddlers only (6 weeks to 18 months) for 3 classrooms only. Max. of 6 months or once a child is enrolled in those slots (whichever is earlier). If no infants, then toddler rooms or mix	Pilot: Contracted Slots for Infants/toddlers only (6 week to 18 months) a maximum of 4 classrooms only. Max. of 6 months or once a child is enrolled in those slots (whichever is earlier). If no infants, then toddler rooms or mix.
Cash/Staff Incentives: None	Cash/Staff Incentives: (Annual) Centers 1-10 staff: $2000.00 Centers 11-20 staff: $4000.00 Centers 21-30 staff: $6000.00 Centers 31-40 staff: $8,00.00	Cash/Staff Incentives: (Annual) Centers 1-10 staff: $3000.00 Centers 11-20 staff: $6000.00 Centers 21-30 staff: $9000.00 Centers 31-40 staff: $12,00.00	Cash/Staff Incentives: (Annual) Centers 1-10 staff: $4000.00 Centers 11-20 staff: $8000.00 Centers 21-30 staff: $12,000.00 Centers 31-40 staff: $16,000.00	Cash/Staff Incentives: (Annual) Centers 1-10 staff: $5000.00 Centers 11-20 staff: $10,000.00 Centers 21-30 staff: $15,000.00 Centers 31-40 staff: $20,000.00
Program Incentives: None	Program Incentives: (Annual) DPW Capacity 1-20: $1000.00 DPW Capacity 21-30: $1500.00 DPW Capacity 31-40: $2000.00 DPW Capacity 41-50: $2500.00	Program Incentives: (Annual) DPW Capacity 1-20: $2000.00 DPW Capacity 21-30: $2500.00 DPW Capacity 31-40: $3000.00 DPW Capacity 41-50: $3500.00	Program Incentives: (Annual) DPW Capacity 1-20: $3000.00 DPW Capacity 21-30: $3500.00 DPW Capacity 31-40: $4000.00 DPW Capacity ~ 50: $4500.00	Program Incentives: (Annual) DPW Capacity 1-20: $4000.00 DPW Capacity 21-30: $4500.00 DPW Capacity 31-40: $5000.00 DPW Capacity 41-50: $5500.00

*PD/Training Incentive: $1000.00 (Annual-Reimbursement) *May go towards payment for trainings (face to face) and/or Child Care Services: Part Day training: at least 3 to 5 hours Full Day (6-hours or more) Participant must show documentation they passed the class/received a certificate *See memo for changes	PD/Training Incentives: $1500.00 (Annual-Reimbursement) *May go towards payment for trainings (face to face) and/or Child Care Services: Part Day training: at least 3 to 5 hours Full Day (6-hours or more) Participant must show documentation they passed the class/received a certificate *See memo for changes	PD/Training Incentives: $2000.00 (Annual-Reimbursement) *May go towards payment for trainings (face to face) and/or Child Care Services: Part Day training: at least 3 to 5 hours Full Day (6-hours or more) Participant must show documentation they passed the class/received a certificate *See memo for changes	PD/Training Incentives: $2500.00 (Annual-Reimbursement) *May go towards payment for trainings (face to face) and/or Child Care Services: Part Day training: at least 3 to 5 hours Full Day (6-hours or more) Participant must show documentation they passed the class/received a certificate. *See memo for changes	PD/Training Incentives: $3000.00 (Annual Reimbursement) *May go towards payment for trainings (face to face) and/or Child Care Services: Part Day training: at least 3 to 5 hours Full Day (6-hours or more) Participant must show documentation they passed the class/received a certificate *See memo for changes

*For staff assigned or approved for two or more centers, they will count only in the center where they spend more than 50% of their work hours. If their time is equally divided at 50% between two centers, they can only be counted in one center. The director(s) must decide on where that staff will be counted. CCDF may request for time sheets as evidence.

Updated 11.19.2024 (FINAL)

Commonwealth of the Northern Mariana Islands
Department of Community and Cultural Affairs
Child Care and Development Fund (CCDF) Program
Caller Box 10007 Bldg. No. 1347/1344 Ascension Drive
Capitol Hill, Saipan, MP 96950
Website: www.childcare.gov.mp

QRIS YEAR: FY 2025 INCENTIVES
STAR LEVEL 1

NAME OF DAY CARE: _____

I. Base Rate

II. PROFESSIONAL DEVELOPMENT INCENTIVES (PD):
Instructions: One time per FY; may go towards payment for training/PD fees/certificates or child care services. List names, training titles and date, who facilitated (example: Evergreen, NMC, PSS, others) and attach receipt of payment. It must be expended only for its purpose. Any amount not expended will be returned to CCDF at the end of the FY.

a. $_____ (total PD incentives for the whole program)

List of Teachers	Training Title	Training Date	Facilitated by	Amount
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
			Grand total:	

Note: Please attach a separate sheet for staff listing if necessary.

Prepared by: _____
Day Care Authorized Representative *(Print Name, Date, and Signature)*

Reviewed by: _____
CCDF- QRIS Authorized agent/ consultant *(Print Name, Date and Signature)*

Reviewed/Noted by: _____
CCDF Accounting Section *(Print Name, Date, and Signature)*

Approved by: _____
Maribel D. Loste, M.Ed.
CCDF Director/ Administrator

Note: Submit this form along with original receipts/proof of payments to the CCDF- QRIS authorized agent/consultant. Please organize and label receipts and proof of payments as indicated on this form. Submissions that are incomplete or not arranged accordingly will not be processed and returned to the program.

Child Care and Development Fund Program

CNMI QRIS Incentive

Updated October 2024

Incentive Reimbursement Procedure

Background: Reach Higher CNMI provides available resources to support providers' quality childcare efforts. Providing incentive awards to childcare facilities aims to improve outcomes for children and promote Reach Higher CNMI. This document will assist child care programs in creating written justifications for the use of financial incentive awards.

Award Justification: As a recipient of the CNMI QRIS financial incentive award, it is your responsibility to expend incentive award funds in a manner that supports the CNMI QRIS and your efforts to improving quality child care. A written justification of incentive award expenditures will assist in meeting this responsibility. Justification should include the rationale, which quality standard is being addressed, outcomes for children, and a spending plan.

A. The rationale includes the underlying reasons and choices made in award spending. The rationale should be provided to justify expenditures of the following: equipment and supplies/materials, professional development, small renovations to address the health and safety category, staff compensation, and other expenses.

B. Identifying the quality standards (such as those indicated in the CNMI QRIS) as a basis for decision-making will help programs make better decisions toward higher levels of quality. Sources may include but are not limited to the following:

* CNMI QRIS Standards and indicators * Environment Rating Scales (ERS) * CNMI Early Learning and Development Guidelines * Caring for our Children * CCDF Provider Requirement * Child Care Licensing Requirement

C. Outcomes: As a result of this incentive award, how will the program improve? How will this affect children? How will this be evaluated?

D. Spending Plan: Programs should describe how this particular spending is part of a long-term goal that will address higher quality.

E. Types of Incentive Awards: Programs that reach star level 2 and above can expect to receive the following forms of incentive awards:

Tiered Reimbursement Award is given monthly for CCDF families only. This award provides additional support and/or incentives to programs in their efforts towards higher quality childcare services.

Children with Special Needs Award provides financial support to providers to assist in the care of children with special needs.

Program Expense Award can be used towards program improvement (e.g. renovations, educational materials, curriculum support, and/ or additional compensation/ incentives) staff.

Equipment and Supplies/Materials. Should the Center lose its CCLP License and/ or CCDF Provider Certificate within a year after receiving the Program Expense Award, the items must be returned to CCDF. Items must be returned within 30 calendar days of losing the license and/ or certificate.

Any and all educational materials and equipment purchased through the QRIS incentive award spending should be included in the overall inventory listing of the program. The program's inventory listing should be updated as necessary. It is the responsibility of the program to provide documentation of educational materials that are no longer appropriate for use. Documentation should include, at a minimum, photos of the broken materials, etc. Items considered as marketing materials, office supplies will not be approved. The items requested must be justifiable under the program's QIP.

Minor Renovations - Health and Safety. The provider must show proof that he/she will be in the same facility observed through the QRIS at least 12 months from the approval of this Program Expense Award . Failure to show proof will mean automatic forfeiture of the incentive and/or disapproval for this purpose.

Staff Cash Award supports the staff's efforts towards higher quality child care services. Payment is to be made directly to the staff, provided they are verified by the CCDF-QRIS authorized agent/ consultant.

Professional Development (PD) Award provides financial support to providers to access training and/or professional development (PD) that are not free of charge. To pay for child care services for the center staff in order to attend the training/PD.

In order to begin the processing of QRIS Incentive awards, the following procedures and restrictions should be followed:

Completion of the Incentive Forms, Allowable expenses and Documentation Needed. These are specific to the following:

A. Tiered Reimbursement Award (Monthly for CCDF Families Only)

I. **Allowable Expenses:**

a. Not restricted. Program may choose to spend this amount per their discretion
b. Training and PD
c. Purchase of educational materials/equipment
d. Minor renovation
e. Staff salaries/benefits

II. Documentation needed and must be presented:

a. Automatically processed by CCDF upon presentation of program's Star Level

III. Allowable conversion:

a. At the discretion of the program.

B. Professional Development/ Training Incentives- Annual

I. Allowable expenses:

a. Registration fees
b. Certificate fees
c. Child care services

II. **Documentation needed and must be presented:**

a. Receipt for child care services
b. Receipt for registration fees for training/PD
c. Certification that provider completed the training
    1. Certification must have the following details:
        i. Training Title
        ii. Date
        iii. Facilitated by

III. **Allowable conversion (Must present justification approved by CCDF for the conversion of this incentive). Justification must reflect the program's Quality Improvement Plan or QIP.**

a. Purchase of educational materials/ equipment for all or certain age group
b. Cash incentives to center staff (amount for each staff members at the discretion of the center director)

C. **Children with Special Needs Award**

I. Allowable Expenses:

a. Registration and/or certificate fees for training/PD
b. Minor renovation to be compliant with the American Disabilities Act (ADA)
c. Purchase of educational materials or equipment
d. Cash incentives to staff members who provide direct care to the child with special needs.

II. **Documentation needed and must be presented:**

a. Invoice to CCDF that contains a list of CCDF children with special needs to be verified by the Subsidy office.
b. For training: See number letter B. II.bc
c. For renovations, purchase of materials, equipment: Receipts
d. Cash incentives to staff: Cancelled check made to the name of the staff members.
e. Pay stubs or payroll records indicating the QRIS staff cash incentive payment.

III. **Allowable conversion:**

a. None

D. Cash/ Staff Incentives (Annual)

I. Allowable expenses:

a. Cash incentives paid out directly to individual staff members. Amount per staff to be determined by the director.

II. **Documentation needed and must be presented:**

a. Cancelled check made out to the name of the staff members
b. Pay stubs or payroll records indicating the QRIS staff cash incentive payment.

III. **Allowable conversion:**

a. None

E. **Program Expense Award (Annual)**

I. **Allowable expenses**

a. Minor renovations
b. Purchase of Educational Materials and Equipment
c. Curriculum support
d. Additional compensation/ staff incentives. Amount per staff to be determined by the director.

II. **Documentation needed and must be presented:**

a. Receipts and verification of items purchased. To be verified by CCDF Staff or CCDF QRIS Authorized agent/ consultant.
b. For additional compensation/incentives: See letter D.II.a,b
c. Vouchers
d. Acknowledgement receipts signed by staff

III. Allowable conversion

a. None

NOTE: If a program requests a conversion or adjustment not included in the allowable conversions, it must submit a letter of justification to the CCDF-QRIS authorized agent/consultant for CCDF approval.

Compliance

Within 30 calendar days of receiving a star level, the program will submit **CNMI QRIS** forms for children with special needs, professional development, staff cash, or program expense award incentives. The Program expense form is specific to the purchase of equipment, supplies, materials, minor renovation, and other expenses, such as training, printing, staff transportation allowance, additional staff cash incentives, etc. Requests for hotel accommodations and airfare will not be approved.

The **Final Submission Checklist** is used to list all expenses incurred by the program for the year as well as the final expense report. This form is due by the upcoming July 30 following Program Expense Award was spent. Failure to comply with this could result in the Provider returning the incentives funds to the CCDF Program. In addition, all Providers are reminded that:

i. Funds must be expended within the fiscal year.
ii. It is the responsibility of the provider to complete all documents related to the Incentives.
iii. CCDF Program may provide Technical Assistance (TA) regarding expending funds provided a written request is made by the provider. This TA will not count towards the number of hours for QRIS Activities.
iv. Failure to provide the necessary documents related to the expenditures will mean automatic non-payment by CCDF.
v. CCDF reserves the right to request for **additional documents** related to the expenditures if and when needed.
vi. CCDF QRIS authorized agent/ consultant will only allow one-time adjustment of the approved proposed expenditures.

Furthermore, a provider needing to make changes must:

1. Re-submit the updated necessary form(s) and attach documents as needed.
2. The provider has one week to make the required adjustments. After the changes are made, the forms will be considered final.

vii. **This is a reimbursement process.** Any amount that will not get spent and/or disapproved through this incentive award application will be automatically forfeited. All reimbursements should be completed and expended within the current fiscal year from the time a star level was received.

viii. Any alterations or changes to the QRIS Incentive forms will consider the application **null and void** and will be automatically disapproved.

Submission

The following timeline will be followed with respect to submissions of the program award expense documents:

Step 1	Within 30 calendar days from receiving an official notification of a star level determination, providers must submit a request for incentives (i.e. program incentives, children with disabilities, staff cash incentives, PD incentives)
Step 2	Within 2 weeks from the date of submission, the CCDF-QRIS authorized agent will review the rationale, attached documents, QIP, etc., and make a recommendation for approval or disapproval of the request. CCDF makes the final decision.
Step 3	Providers will make the necessary purchase. CCDF understands that shipment may take one to two months.
Step 4	Before July 30 (current year for March/ April observations, next year for August–September observations), providers should submit all final documents to the CCDF-QRIS authorized agent. If the provider is still awaiting shipment and inventory, CCDF will hold the reimbursement payment until the verification process is complete.

Acknowledgment Receipt

By initialing on each line, you acknowledge that you have read and agreed with each statement.

1. _____ I am aware that I must submit the QRIS Incentive Expenditure Application Final Submission Checklist on or before July 30 of the current fiscal year.

2. _____ I am aware that CCDF will no longer accommodate any request after July 30 of the current fiscal year.

3. _____ I understand that any documentation, materials, equipment and/or minor renovation requested under this incentive must not be used in any other funding sources.

4. _____ I understand that CCDF has the right to request additional documentation at any point in time.

5. _____ It is my responsibility to communicate with the CCDF-QRIS authorized agent/ consultant for any questions, clarifications and/or concern I may have.

6. _____ I understand that any unauthorized alterations or changes to the QRIS Incentive Forms will result in the application being null and void and will automatically be disapproved.

Commonwealth of the Northern Mariana Islands
Department of Community and Cultural Affairs
Child Care and Development Fund (CCDF) Program
Caller Box 10007 Bldg. No. 1347/1344 Ascension Drive
Capitol Hill, Saipan, MP 96950
Website: www.childcare.gov.mp

CNMI QRIS
Program Incentive Expenditure Application
Initial Submission Check List

To: Child Care and Development Fund (CCDF Program)
Attention: Maribel Loste, M.Ed, CCDF Director/ Administrator

Thru: _____
[CCDF-QRIS Authorized Agent/Consultant]

Fr: _____ _____
Business Name of Child Care Program Location

Contact Person and No.: _____ email: _____

Re: Initial Submission of QRIS Incentive Expenditure for FY _____.

The following are attached:

□ Justification of QRIS Incentive Expenditures

□ Quality Improvement Plan (QIP) for most recent Verification Visit

List of items

Items	Total Purchase Amount	Verification Note/s
1. Equipment and Supplies/Materials		
2. Minor Renovation-Health and Safety		
3. Other Expenses		
Grand Total:		
Incentive Award:		
Balance:		

Total Pages: _____ for this submission

Submitted by: _____ _____
Printed Name and Signature Date

For CCDF-QRIS Authorized Agent/Consultant Only:

Program Type: □ **Licensed** □ **Center** □ **Family Home**

Received by: _____ **Date of Receipt:_____**
Staff Initial

***CCDF-QRIS Authorized agent/consultant has verified that the total number of pages as indicated in this form is complete. Incomplete submissions will not be accepted.**

Child Care and Development Fund

Justification of QRIS Incentive Expenditures

CNMI QRIS Form 2A (Equipment and Supplies/Materials)

Business Name:	**Location:**
Person Completing this Form and Signature:	**Date:**

Rationale: How was the use of this incentive intentionally planned? Describe your reasoning.	**Quality Standards:** Which quality standards justify the projected use of incentive award? Please list them here.
Outcomes: How will quality be improved as a result of this award? How will this be evaluated? Provide Specific examples and details)	**Spending Plan:** How is the use of this incentive part of a long-term plan for improving quality?

Sample Form adapted from KeyStone Stars Pennsylvania

For CCDF-QRIS Authorized Agent/Consultant Only:

Date Received:	**Recommendation:** **□ For Approval** **□ For Disapproval**
Notes	**by:** **Date:**

Child Care and Development Fund
Summary of Educational Materials/Equipment to Purchase
CNMI QRIS Form 2A Page 2

Business Name:	**Location:**
Person Competing this Form and Signature:	**Date:**

Quantity	Material Unit (Ex.box,case ,pack,etc)	Item Description or Activity	Unit Cost	Total Purchase Amount	Verification Notes (For CCDF-QRIS Authorized Agent/Consultant Only)
1	*pack*	*Different sized hula hoops*	*$3.50*	*$5.00*	
				Grand Total	
				Incentive Amount	
				Balance	

*** All items purchased must be supported by original and official receipts with dates falling within the fiscal year.**
***Please make additional copies if needed.**
*** Must be attached with Justification of QRIS Incentive Expenditure (Form 2A)**

For CCDF-QRIS Authorized Agent/Consultant Only:

Date Received:	**Recommendation:** **□ For Approval** **□ For Disapproval**
Notes:	**by:** **Date:**

Child Care and Development Fund

Justification of QRIS Incentive Expenditures
CNMI QRIS Form 2B (Minor Renovation)

Business Name:	**Location:**
Person Competing this Form and Signature:	**Date:**

Rationale: How was the use of this incentive intentionally planned? Describe your reasoning	**Quality Standards: Which quality standards justify the projected use of incentive award? Please list them here.**
Outcomes: How will quality be improved as a result of this award? How will this be evaluated? Provide Specific examples and details)	**Spending Plan: How is the use of this incentive part of a long term plan for improving quality?**

Sample Form adapted from KeyStone Stars Pennsylvania

For CCDF-QRIS Authorized Agent/Consultant Only:

Date Received:	**Recommendation:** □ **For Approval** □ **For Disapproval**
	by: **Date:**

Child Care and Development Fund

Justification of QRIS Incentive Expenditures
CNMI QRIS Form 2B Page 2 (Minor Renovation)

Attach the following if completing this Form:

- **If amount is less than $2,500.00 submit original quote from vendor**
- **If amount is more than $2,500.00, submit 3 original quotes from 3 vendors**

*** Must be attached with Justification of QRIS Incentive Expenditure (Form 2B)**

For CCDF-QRIS Authorized Agent/Consultant Only:

Date Received:	**Recommendation:** **□ For Approval** **□ For Disapproval**
Notes:	**by:** **Date:**

Child Care and Development Fund

Justification of QRIS Incentive Expenditures
CNMI QRIS Form 2C (Other Expenses)

Business Name:	**Location:**
Person Competing this Form and Signature:	**Date:**

Rationale: How was the use of this incentive intentionally planned? Describe your reasoning	**Quality Standards: Which quality standards justify the projected use of incentive award? Please list them here.**
Outcomes: How will quality be improved as a result of this award? How will this be evaluated? Provide Specific examples and details)	**Spending Plan: How is the use of this incentive part of a long-term plan for improving quality?**

Sample Form adapted from KeyStone Stars Pennsylvania

For CCDF-QRIS Authorized Agent/Consultant Only:

Date Received:	**Recommendation:** **□ For Approval** **□ For Disapproval**
Notes:	**by:** **Date:**

Child Care and Development Fund
Incentives Receipts Summary
for Other Expenses

Justification of QRIS Incentive Expenditures
CNMI QRIS Form 2C Page 2 (Other Expenses)

- **Attach necessary documents related to other expenses (Receipts, Vouchers, Check Stubs, Acknowledgement Receipts signed by staff, etc.)**

- **Attach approved Justification of QRIS Incentive Expenditures (Form 2C)**

For CCDF-QRIS Authorized Agent/Consultant Only:

Date Received:	**Recommendation:** **□ For Approval** **□ For Disapproval**
Notes:	**by:** **Date:**

Commonwealth of the Northern Mariana Islands
Department of Community and Cultural Affairs
Child Care and Development Fund (CCDF) Program
Caller Box 10007 Bldg. No. 1347/1344 Ascension Drive
Capitol Hill, Saipan, MP 96950
Website: www.childcare.gov.mp

CNMI QRIS
Program Incentive Expenditure Application
Final Submission Check List

To: Child Care and Development Fund (CCDF Program)
Attention: Roselle Teregeyo, CCDF Accountant

Thru: Child Care and Development Fund (CCDF Program)
Attention: Maribel Loste, M.Ed, CCDF Director/ Administrator

_____ _____
Business Name of Child Care Program Location

Contact Person for this QRIS Incentive Expenditure Application and Title:
_____

Contact No.: _____ email: _____

Re: FINAL Submission of QRIS Incentive Expenditure for FY _____.

The following are attached:

□ Justification of QRIS Incentive Expenditures □ Original Receipts □ Photos

List of items

Items	Total Purchase Amount	Verification Note/s
1. Equipment and Supplies/Materials		
2. Minor Renovation-Health and Safety		
3. Other Expenses		
Grand Total:		
Incentive Award:		
Balance:		

Total Pages: _____ for this submission

For CCDF Purposes Only:

Date Received:	□ **Approved** □ **Disapproved**
Verified by (complete name, signature, and date) **Maribel Loste, M.Ed, CCDF Director/ Administrator**	

Commonwealth of the Northern Mariana Islands
Department of Community and Cultural Affairs
Child Care and Development Fund (CCDF) Program
Caller Box 10007 Bldg. No. 1347/1344 Ascension Drive
Capitol Hill, Saipan, MP 96950
Website: www.childcare.gov.mp

QRIS YEAR: FY 2025 INCENTIVES
STAR LEVELS 2 - 5

NAME OF DAY CARE: _____

STAR LEVEL: _____

I. **Tiered Reimbursement:**
Instructions: This amount is automatically included in the monthly invoice check.
A. _____ of monthly Invoice

II. **CHILDREN WITH SPECIAL NEEDS:**
Instructions: CCDF Family Only/One-time per FY, per family. Amount will be automatically included in the monthly invoice check.
Amount: $_____ per family.

A. Name of CCDF Family

1.
2.
3.
4.
5.
6.
7.
8.
9.

Note: Please attach a separate sheet for children's listing if necessary.

III. **CASH/STAFF INCENTIVES (Annual)**
Instructions: The staff listing verification form must be attached.

IV. **PROGRAM INCENTIVES:**
Instructions: Please see the guidelines and attach the corresponding forms.

V. **PROFESSIONAL DEVELOPMENT INCENTIVES (PD):**

Instructions: One time per FY; may go towards payment for training/PD fees/certificates or child care services. List names, training titles and date, who facilitated (example: Evergreen, NMC, PSS, others) and attach receipt of payment. It must be expended only for its purpose. Any amount not expended will be returned to CCDF at the end of the FY.

a. $_____ (total PD incentives for the whole program)

List of Teachers	Training Title	Training Date	Facilitated by	Amount
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
			Grand total:	

Note: Please attach a separate sheet for staff listing if necessary.

Prepared by: _____
Day Care Authorized Representative *(Print Name, Date, and Signature)*

Reviewed by: _____
CCDF- QRIS Authorized agent/ consultant *(Print Name, Date and Signature)*

Reviewed/Noted by: _____
CCDF Accounting Section *(Print Name, Date, and Signature)*

Approved by: _____
Maribel D. Loste, M.Ed.
CCDF Director/ Administrator

Note: Submit this form along with original receipts/proof of payments to the CCDF- QRIS authorized agent/consultant. Please organize and label receipts and proof of payments as indicated on this form. Submissions that are incomplete or not arranged accordingly will not be processed and returned to the program.

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Child Care and Development Fund

Quality Rating and Improvement System: Listing of Staff

Staff Cash Incentive Form/ Verification

Business Name:	**Location:**
Person Completing this Form and Signature:	**Date:**

	Complete Name of Staff	**Verified by CCDF-QRIS Authorized Agent/Consultant**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

- Attached document to attest that cash incentive was provided and received by the staff (e.g. canceled/ cashed check; pay stub with a line item that indicates the amount as 'QRIS Staff Cash Incentive')
- The following will void the application and will result in automatic disapproval of the application and forfeit of the incentive:
  - Misinformation or information that cannot be verified
  - Changes to this form
- This form must be completed and in receipt by the CCDF-QRIS authorized agent/consultant within 30 calendar days from receiving an official notification of a star level determination. Any application submitted after July 30 will be automatically disapproved, and the Staff Cash Incentive will be forfeited.
- The list of staff will be verified by the CCDF-QRIS authorized agent/consultant. Only those in the database will be reimbursed for the cash incentive. CCDF-QRIS authorized agent/consultant reserves the right to ask for additional documents if needed. Failure to provide additional documents will result in a non-reimbursement of the cash incentive for a non-verified staff.

For CCDF-QRIS Authorized Agent/Consultant purposes only:

Date Received:	
Verified by (complete name, signature, and date)	**Notes:**

For CCDF Purposes Only:

Date Received:	
Reviewed by: **Date** _____ **Maribel Loste, M.Ed, CCDF Director/ Administrator**	**Notes:**
Date Received:	
Reviewed by: _____ **Roselle Teregeyo, CCDF Accountant**	