Oregon's Quality Rating and Improvement System

Standards

for **Family Based Child Care** Programs

This document was made possible by Grant #S412A130030 from U.S. Department of Education. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Education.

Domain - Children's Learning and Development (LD)

An overview of the Standards (10/12 needed to pass at any star level):

LD1: The program is guided by a written statement of philosophy.

LD2: The program uses a curriculum that supports all children's learning and development.

LD3: The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.

LD4: The program provides appropriate indoor furnishings that support children's learning and development.

LD5: The program provides appropriate and well-maintained outdoor gross motor area with equipment.

LD6: The program uses materials that support children's learning and development.

LD7: The program uses planned curriculum activities that support children's learning and development.

LD8 The program uses daily routines that support children's learning and development.

LD9: The program uses information from screening and assessment to measure children's learning and development in order to make referrals and do program planning.

LD10: Group size, child-staff ratios, and staffing patterns are appropriate for the children's age and positively affect children's emotional development, cognitive development, safety, and health.

LD11: The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.

LD12: The program facilitates and supports children's positive social and emotional development.

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Standard LD1 The program is guided by a written statement of philosophy.

The program has a written philosophy that is available to staff, families, and visitors that states the program's values, beliefs, and program goals for:

- children
- families

Evidence:

Copy of the program's philosophy, which demonstrates the criteria above.

Average score of 3 or higher on question #10 on the Family Survey.

The program's philosophy explicitly ensures the inclusion of all children.

Evidence:

Copy of program's philosophy that ensures the inclusion of all children.

Written example of how the program has implemented its inclusive philosophy.

The program's philosophy is used to guide decisions, including decisions related to:

- curricular activities
- activities to promote partnerships with families
- professional development
- hiring of staff, if applicable

Evidence:

Written description of how the program uses its philosophy to guide program decisions in the areas listed above.

Standard LD2 The program uses a curriculum that supports all children's learning and development.

The program uses a curriculum that supports all children's learning and development that:

- is based on theory and research
- produces positive child outcomes
- specifies outcomes for key areas of development
- specifies instructional details for care and education provider/teacher to follow
- specifies adult-child interaction details for care and education provider/teacher to follow
- balances adult-directed and child-initiated activities

Evidence:

Complete the Curriculum Description Worksheet in the Portfolio Appendix and insert after
this page.

None

None

Standard LD3

The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.

The program uses a basic indoor environmental arrangement that supports children's learning and development, including physical space that:

- is accessible to all children enrolled in the program
- is divided or arranged into interest or play areas
- can be arranged into quiet and active play areas as needed
- has a place for children to be alone
- allows children and adults to move around freely
- has enough room for equipment needed by children with disabilities

Evidence:

Written description of the indoor environmental arrangement that demonstrates all the criteria above and accounts for all classrooms/age groups in the program.

Captioned photograph(s) from each classroom in the program supporting the written description.

The program's indoor environment includes at least one place to display materials related to learning. These displays:

- are at child's eye level
- reflect current activities
- are age appropriate
- reflect a majority of child generated (not commercially- or adult-created) materials
- contain some three-dimensional items (for example, sculptures, textured collages, popsicle stick art, mobiles)

Evidence:

Written description of the indoor environmental arrangement that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.

Captioned photograph(s) from each classroom in the program supporting the written description.

The program's indoor environment includes displays that:

- represent various cultures, ethnic groups, and races
- represent different ages, genders, and various abilities
- show children and adults in non-stereotypical roles

Evidence:

Written description of the indoor environmental arrangement that demonstrates all the criteria above and accounts for all classrooms/age groups in the program.

Captioned photograph(s) from each classroom in the program supporting the written description.

Standard LD4 The program provides appropriate indoor furnishings that support children's learning and development.

The program uses basic indoor furnishings that support children's learning and development, including:

- sufficient furnishings available for routine care
- sufficient furnishings available for play
- sufficient furnishings available for relaxation/comfort
- sufficient furnishings available for learning
- furnishings in good repair
- shelves or containers with toys, books, etc., organized and within the reach of children
- shelves or containers with toys, books, etc., labeled with words

Evidence:

Written description of the indoor furnishings that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.

Captioned photograph(s) from each classroom supporting the written description.

The program uses indoor furnishings that support children's learning and development, including:

- shelves or containers with toys, books, etc., labeled with words in the languages of all children in the classroom, as appropriate.

Evidence:

Written description of the indoor furnishings that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.

Captioned photograph(s) from each classroom supporting the written description.

The program uses indoor furnishings that support children's learning and development, including:

- shelves and/or containers with toys, books, etc., labeled with words in the languages of all the children in the program, as appropriate
- shelves and containers labeled with pictures

Evidence:

Written description of the indoor furnishings that demonstrates all the criteria above that accounts for all classrooms/age groups in the program.

Captioned photograph(s) from each classroom supporting the written description.

Standard LD5

The program provides an appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program.

Outdoor gross motor equipment:

- addresses a variety of skills (for example, climbing, balancing, throwing, catching, pedaling, and steering)
- is appropriate for the ages and abilities of all children in the program

Evidence:

Written description of outdoor gross motor equipment that demonstrates the criteria above.

Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.

Portable gross motor equipment for play is available (for example, balls, sports equipment, tricycles, jump ropes, hula hoops, etc.).

Evidence:

Written description of portable equipment.

Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.

The program has adequate space for indoor gross motor activities when weather doesn't permit going outdoors.

Evidence:

Written description of indoor space.

Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.

Standard LD6 The program uses materials that support children's learning and development.

The program uses basic materials that support children's learning and development. These materials:

- support children's development (including cognitive, language, motor, social, and emotional)
- are accessible
- are in sufficient quantity
- are rotated periodically
- include a variety of books
- include writing utensils and materials (for example, pencils, markers, chalk, paper, chalkboards, small dry erase boards, etc.)

Evidence:

Written description of materials that demonstrates all the criteria above.

Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.

The program uses a variety of materials with enhancements that support children's learning and development. These materials (for example, play figures, puzzles, visuals, and pictures):

- show ethnic groups in non-stereotypical roles
- represent the culture of the community
- provide opportunities for self-direction and choice

Evidence:

Written description of materials that demonstrates all the criteria above.

Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.

The program uses a wide selection of materials that support children's learning and development. These materials (for example, dress-up clothes, play foods, pictures, and other displays):

- represent two or more cultures
- show similarities in day-to-day routines and activities
- include some written materials in the children's home language

Evidence:

Written description of materials that demonstrates all the criteria above.

Captioned photograph(s) supporting the written description for all age groups and classrooms, if applicable.

Standard LD7 The program uses planned curriculum activities that support children's learning and development.

The program uses basic curriculum activities that support children's learning and development that include:

- adaptations that allow all children, including those with disabilities, to participate
- activities designed to promote understanding of cultures represented in the program
- opportunities for children to use books independently
- reading by adults to groups of children daily
- opportunities for children to use writing materials

Evidence:

Written description of activities that demonstrates all the criteria above.

Copy of lesson plan or schedule that supports the written description for all age groups and classrooms, if applicable.

If a child with disabilities attends the program, written description of curriculum activities developed in consultation with the IFSP/IEP team to meet the needs of a child with disabilities.

The program uses a variety of curriculum activities that support children's learning and development that include:

- activities that promote understanding of cultures beyond those represented in program
- activities that address content areas (math, science, social studies, etc.)
- adults reading one-to-one with children daily
- adults writing what children say and taking dictation from children

Evidence:

Written description of activities that demonstrates all the criteria above.

Copy of lesson plan or schedule that supports the written description for all age groups and classrooms, if applicable.

The program uses a wide selection of curriculum activities that support children's learning and development that include:

- interactions with persons who are culturally or linguistically diverse (these can be program staff, parents, or community members invited into the program)
- some activities in children's home languages, such as singing or storytelling

Evidence:

Written description of activities that demonstrates all the criteria above.

Copy of lesson plan or schedule that supports the written description for all age groups and classrooms, if applicable.

Standard LD8 The program uses daily routines that support children's learning and development.

The program uses basic daily routines, including:

- child-initiated activities balanced with adult-directed activities
- one-on-one activities
- activities that are done in small groups of children
- daily planned activities for outdoor play, or similar activities indoors when weather or air quality does not permit outdoor play

Evidence:

Copy of lesson plan or schedule that demonstrates all the criteria above for all age groups and classrooms.

The program uses a variety of daily routines, including:

- whole-group activities (gatherings such as circle time) that are held for short periods of time appropriate for the age and individual needs of children
- many opportunities for children to be part of self-selected small groups

Evidence:

Copy of lesson plan or schedule that demonstrates all the criteria above for all age groups and classrooms.

The program uses a wide selection of daily routines, including:

- extended blocks of time for children to engage in sustained interactions and explorations with adults and peers
- few whole-group transitions
- minimal waiting time
- planning for outdoor activities

Evidence:

Copy of daily schedule that demonstrates all the criteria above for all age groups and classrooms.

Standard LD9 The program uses information from screening and assessment to measure children's learning and development in order to make referrals and do program planning.

A developmental screening, using the Ages and Stages Questionnaire (ASQ), is conducted on each child within 45 days of when the child enters the program and on an annual basis in order to refer children for specialized assessment when indicated.

Note: This indicator is not applicable for school-age children.

Evidence:

Program policy on conducting screening and referring children for additional, specialized assessment that addresses the criteria above.

Copy of one completed ASQ screening with child's name removed.

Not applicable; our program only serves school-age children.

The program conducts assessment of learning and development for each child at least two times during the year and plans learning activities based on assessment information.

Evidence:

If different assessment tools are used in different classrooms or for different age groups, please provide the following evidence for each tool.

Copy of one completed assessment with child's name removed.

Written description of how the daily schedule and weekly plan are tied to assessment information.

For programs that only serve school-age children: Written description of child assessment procedures.

Check assessment(s) used:
Teaching Strategies Gold

The Creative Curriculum Developmental Continuum

Assessment, Evaluation and Programming System (AEPS)

or

If your assessment is not listed above, written description of how your assessment aligns with Oregon's early learning child outcomes as found in Early Childhood Foundations: A Companion Document to the Born to Learn (birth–3) and/or Head Start Child Development and Early Learning Framework (3–5), which are available in the Portfolio Appendix.

Samples of children's work, written accounts of specific observations, and information from family members are collected on an ongoing basis to supplement assessment.

Evidence:

Written description of supplemental assessment information collected on children.

Standard LD10 Group size, child-staff ratios, and staffing patterns are appropriate for the children's ages and positively affect children's emotional development, cognitive development, safety, and health.

Children spend a majority of their day with a consistent care provider.

Evidence:

Program policy or written description of how the program establishes and maintains a consistent caregiver for children.

The program's enrollment practices exceed licensing standards.

Evidence:

Program policy or written description of your ratios that demonstrate how the program's staffing and enrollment practices exceed licensing standards.

None

Standard LD11 The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior and instructional support.

The program has a written policy for adult-child interactions that support children's social and emotional needs and that specifically encourage adults to:

- use open-ended questions to engage in frequent conversations with children
- be in close physical proximity to children
- join children's activities
- use positive comments and encouragement with children
- acknowledge and validate children's emotions
- focus interactions on children's activities and interests

Evidence:

Copy of program's policy for adult-child interactions that demonstrates all the criteria above.

The program has a written policy for adult-child interactions that support children's learning, language, and concept development and that specifically encourage adults to:

- provide feedback on children's ideas, comments, and work
- use repetition and extension
- use self-talk and parallel talk
- use scaffolding to help children understand concepts, answer questions, or complete activities

Evidence:

Copy of program's policy for adult-child interactions that demonstrates all the criteria above.

Adults who interact with children make use of appropriate emotional support, classroom organization, and instructional support.

Evidence:

On-site observation(s) will be conducted by Teaching Research Institute as part of your portfolio review after your portfolio has met a sufficient number of standards at the 5-star level. The Teaching Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information or the exact scoring requirements of these observations, please see the Observation Guidelines document in the Portfolio Appendix.

Standard LD12 The program facilitates and supports children's positive social and emotional development.

The program has a written policy on behavior management that encourages the use of:

- clear expectations
- proactive/preventative strategies
- redirection of misbehavior

Evidence:

Copy of program's policy on behavior management that demonstrates all the criteria above.

The program provides direct instruction and support on children's social skills, including:

- empathy
- self-regulation
- problem solving

Evidence:

Written description of how the program provides instruction on social skills.

Adults who interact with children make use of appropriate adult-child interactions that support children's positive social and emotional development.

Evidence:

On-site observation(s) will be conducted by Teaching Research Institute as part of your portfolio review after your portfolio has met a sufficient number of standards at the 5-star level. The Teaching Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information or the exact scoring requirements of these observations, please see the Observation Guidelines document in the Portfolio Appendix.

Domain - Health and Safety (HS)

An overview of the Standards (5/6 needed to pass at any star level):

HS1: Children are provided instruction and support to independently manage health and hygiene practices.

HS2: Children are provided instruction and support on safety rules and expectations.

HS3: Healthy eating habits are supported and encouraged.

HS4: Healthy fitness habits are supported and encouraged.

HS5: Program personnel collaborate with health and related service professionals to address the individual health needs of children as applicable.

HS6: Program uses screen time appropriately. Screen time includes all electronic media such as television, video/DVD, electronic games, computers, tablets, smart phones, or any other screened electronic devices.

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Standard HS1 Children are provided instruction and support to independently manage health and hygiene practices.

Children are provided positive support and instruction at the individual ability level of the child during toileting. Instruction is provided:

- in a positive manner
- using naturally occurring opportunities
- on an individual basis

Evidence:

Written description or program policy explaining how and when instruction is provided to children on toileting.

Children are provided instruction on preventing germ transmission (for example, instruction on frequent and thorough hand washing, using a tissue to wipe nose, sneezing and coughing in elbow, and not sharing drinks). Instruction is provided:

- in a positive manner
- using naturally occurring opportunities
- on an individual basis
- during group activities

Evidence:

Written description or program policy explaining how and when instruction is provided to children on germ transmission.

At least once per year, children are provided instruction on how and when to brush teeth (for example, staff or dental hygienist demonstrating techniques, providing brushes and having children practice technique, etc.) and have opportunities to practice tooth brushing.

Evidence:

Written description or program policy explaining how and when instruction is provided to children on tooth brushing.

Standard HS2 Children are provided instruction and support on safety rules and expectations.

The program has a set of safety rules for children that is posted in a visible place.

Evidence:

Copy of the program's child safety rules.

Captioned photograph of program's child safety rules posted in the program.

Program personnel use both:

- formal instruction
- naturally occurring opportunities to teach safety rules and expectations that apply both in the program and in the community

Evidence:

Written description of instruction provided to children on safety rules and expectations that demonstrates the criteria above.

Written example of an incidence of naturally occurring instruction on safety rules and expectations.

None

Standard HS3 Healthy eating habits are supported and encouraged.

Program personnel encourage healthy eating habits during mealtime by:

- sitting with children during meals and snacks
- engaging in conversations with children
- encouraging conversations between children
- providing appropriate portion sizes

Evidence:

Program policy for meals and snacks that demonstrates the criteria above.

Program personnel encourage healthy eating habits during mealtime by:

- encouraging children to try foods but not requiring them to eat specified foods or amounts
- providing information about good nutrition and eating habits
- dividing children into small groups
- providing child size serving utensils for children to use
- having children help during meals (setting the table, serving themselves, clearing the table or their place setting)
- offering fresh fruit and vegetables at least twice a week

Evidence:

Program policy for meals and snacks that demonstrates the criteria above.

Program personnel provide instruction about healthy nutrition, including instruction on eating from the USDA guidelines, how foods help bodies grow (preschool), and how good nutrition helps keep bodies healthy (school-age). Instruction is delivered:

- in a positive manner
- using naturally occurring opportunities
- on an individual basis
- during group activities

Evidence:

Written description of how and when instruction is provided on nutrition that demonstrates the criteria above.

Standard HS4 Healthy fitness habits are supported and encouraged.

Program personnel use natural opportunities to:

- increase physical activity
- plan daily moderate-to-vigorous physical activity

Evidence:

Written description of how and when program personnel use natural opportunities to encourage moderate-to-vigorous physical activity.

Program personnel provide instruction on the importance of physical activity.

Evidence:

Written description of instruction provided to children on the importance of physical activity.

None

Standard HS5 Program personnel collaborate with health and related service professionals to address the individual health needs of children, as applicable.

The program's policy indicates willingness to include children with special health needs (temporary or ongoing) and to make the necessary exceptions and accommodations.

Evidence:

Program policy on including children with special health needs that demonstrates the criteria above.

Program personnel consult and collaborate with health care and related service professionals to meet children's special health care needs, as applicable.

Evidence:

Program policy on consultation and collaboration with other professionals to meet a child's special health care needs.

If a child with special health needs participates in the program, provide documentation of a consultation with health care or related service personnel (for example, a letter from a related service provider, treatment notes, nursing care plan, or copy of a child's IFSP), with child's name removed.

None

Standard HS6

Program uses screen time appropriately. Screen time includes all electronic media, such as television, video/DVD, electronic games, computers, tablets, smart phones, or any other screened electronic devices. This does not include augmentative communication or other electronic devices that are used by children with disabilities as part of their educational program.

Appropriate screen time use includes:

- parents are informed if electronic media are used in the program
- screen content is appropriate for ages of children, nonviolent, and culturally sensitive
- at least one alternative activity is available while electronic media is used
- program's use of screen viewing encourages active child involvement
- electronic media is not on during non-viewing time and is not allowed during meals or snack time
- no screen time for children younger than two years of age
- adults do not use electronic media for personal use during the care day

Evidence:

Program policy on screen time that demonstrates the criteria above.

None

Appropriate screen time use includes:

- program uses screen time intentionally
- screen time is related to instructional goals (i.e., supports and extends children's current interests and experiences, content is discussed with children, etc.)
- screen media is free of advertisement and brand placement
- screen time is limited to no more than one hour per day

Evidence:

Program policy on screen time that demonstrates the criteria above.

Written description of how the program uses screen time in an intentional manner related to instructional goals.

Domain - Personnel Qualifications (PQ)

An overview of the Standards (5/5 needed to pass at any star level; please note PQ2 is not applicable to Family Child Care Programs and counts as a pass):

PQ1: The program's leader is presently qualified through education, training, and experience.

PQ2: (N/A - This standard refers to head teacher(s) and teacher(s) and is not applicable to Family Child Care Programs.)

PQ3: The program's assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

PQ4: Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement up to Step 10 on the Oregon Registry.

PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

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Standard PQ1 The program's leader is presently qualified through education, training, and experience.

Provider has achieved an Oregon Registry Step 7.5 or above.

Evidence:

Current copy of the QRIS Personnel Qualifications Report.

** Providers who currently have a Step 7 on the Oregon Registry may submit alternate evidence demonstrating their willingness to fulfill all the Oregon Registry requirements to achieve a Step 7.5 within two years. For more information, see the Portfolio Appendix.*

Provider has achieved:

- an Oregon Registry Step 8.5 or above
- 30 clock hours of community-based training or college course credit (3 quarter credits/2 semester credits) in the core knowledge category of Program Management

Evidence:

Current copy of the QRIS Personnel Qualifications Report.

Provider has achieved:

- an Oregon Registry Step 9 or above
- 60 clock hours of community based training or college course credit (6 quarter credits/4 semester credits) in the core knowledge category of Program Management

Evidence:

Current copy of the QRIS Personnel Qualifications Report.

Standard PQ2

(This standard refers to head teacher(s) and teacher(s) and is not applicable to Family Child Care Programs.)

None

None

None

Standard PQ3

The program's assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

Achievement of Oregon Registry Step 3 or above for assistant IIs:

- 50% are at Step 3 or above
- the remaining must be enrolled and have achieved a step on the Oregon Registry

Evidence:

Current copy of the QRIS Personnel Qualifications Report.

Achievement of Oregon Registry Step 5 or above for assistant IIs:

- 50% are at Step 5 or above
- the remaining must be enrolled and have achieved a step on the Oregon Registry

Evidence:

Current copy of the QRIS Personnel Qualifications Report.

Achievement of Oregon Registry Step 7 or above for assistant IIs:

- 50% are at Step 7 or above
- the remaining must be enrolled and have achieved a step on the Oregon Registry

Evidence:

Current copy of the QRIS Personnel Qualifications Report.

Standard PQ4

Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement, up to Step 10, on the Oregon Registry.

Providers and assistant IIs receive 18 or more clock hours of training and/or equivalent college course credits annually.

Evidence:

Copy of current OCCD Professional Development Plan for the provider.

Current copy of the QRIS Personnel Qualifications Report.

Providers and assistant IIs receive 20 or more clock hours of training and/or equivalent college course credits annually.

Evidence:

Current copy of the QRIS Personnel Qualifications Report.

Providers and assistant IIs receive 24 or more clock hours of training and/or equivalent college course credits annually.

Evidence:

Current copy of the QRIS Personnel Qualifications Report.

Standard PQ5

Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

Program personnel receive training in ethics and professional responsibility.

Evidence:

Program policy stating how and when ethics training is given.

or

A signed certificate, syllabus, or transcript showing participation in ethics training.

or

Professional Enhancement for Code of Ethical Conduct statement is checked on Oregon Registry Professional Development Statement.

Program personnel follow a clearly defined plan to maintain child and family confidentiality.

Evidence:

Program policy for personnel regarding issues of confidentiality.

Written example showing how the policy is implemented.

None

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Domain - Family Partnerships (FP)

An overview of the Standards (3/4 needed to pass at any star level):

FP1: The program uses family input and feedback to guide program planning and policy decisions.

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

FP3: Families are encouraged to be regular and frequent participants in the program.

FP4: The program provides support and information to assist families in meeting their child's needs and goals.

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Standard FP1

The program uses family input and feedback to guide program planning and policy decisions.

★★★

The program surveys families once a year in their preferred language and uses their input in making program and policy decisions.

Evidence:

QRIS Family Survey Score sheet, on which responses from 50% or more of the families have been summarized.

Written example of how the program responded to family input from the survey.

★★★★

The program collects information on an ongoing basis to make program and policy decisions, using email, suggestion box, notebooks, etc.

Evidence:

Average score of 3 or higher on question #1 on the QRIS Family Survey.

Written example of how the program responded to family input from information collected.

★★★★★

Families attend family meetings and/or serve on advisory groups to provide input on program and policy decisions.

Evidence:

Program policy for including families in program advisory groups or meetings.

Written example of how the program responded to family input from meetings or advisory groups.

Standard FP2

The program meets the individual needs of children through mutually respectful, two-way communication with families.

The program collects information from families upon enrollment and provides a method for communicating changes .

Evidence:

Average score of 3 or higher on question #2 on the QRIS Family Survey.

Written description of how changes in family information are updated.

Families are consulted about their child's interests and preferences, informed about their child's progress, and encouraged to contribute to learning and development goals, at least once a year.

Evidence:

Average score of 3 or higher on question #3 on the QRIS Family Survey.

Program policy on how families contribute to child's learning and development goals and share child interests at least once a year.

The program provides forms and essential program information in a manner that is understandable to all families in the program, regardless of differences in language, literacy, or ability. This may be accomplished by using community resources, including other families.

Evidence:

Average score of 3 or higher on question #4 on the QRIS Family Survey.

Program policy on connecting families to resources they may need to understand information.

Standard FP3

Families are encouraged to be regular and frequent participants in the program.

The program encourages all families to visit and observe at any time.

Evidence:

Average score of 3 or higher on question #5 on the QRIS Family Survey.

The program learns about all families' cultural backgrounds, traditions, beliefs, home language, and interests, and requests ideas and/or suggestions from families for activities.

Evidence:

Average score of 3 or higher on question #6 on the QRIS Family Survey.

The program encourages families to assist or lead in planning and conducting special activities to share their cultural backgrounds, traditions, beliefs, home language, interests, and abilities.

Evidence:

Average score of 3 or higher on question #7 on the QRIS Family Survey.

Written example of an activity suggested or led by a family.

Standard FP4

The program provides support and information to assist families in meeting their child's needs and goals.

The program provides basic information about resources in the community, including those focusing on health, mental health, services for children with disabilities, and social services.

Evidence:

Average score of 3 or higher on question #8 on the QRIS Family Survey.

The program helps families to locate and use specific community resources as needed.

Evidence:

Written example of providing assistance to families in accessing resources.

The program provides current information for families about educational opportunities available in the community.

Evidence:

Average score of 3 or higher on question #9 on the QRIS Family Survey.

Copy of a newsletter, bulletin, poster, flyer, fact sheet, website, or other communication that informs families about educational opportunities.

Domain - Administration and Business Practices (AB)

An overview of the Standards (5/6 needed to pass at any star level):

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.

AB2: In programs where there are multiple employees, the program assures a professional working climate. (This standard is n/a for programs without multiple employees.)

AB3: In programs where there are multiple employees, personnel are evaluated on their performance.

AB4: In programs where there are multiple employees, the program promotes positive working relationships and professionalism. (This standard is n/a for programs without multiple employees.)

AB5: A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices.

AB6: In programs where there are multiple employees, benefits are offered to encourage retention.

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Standard AB1

The program follows sound business practices, policies, and procedures that support financial sustainability.

The program maintains business records that include:

- income
- expenses
- tax records

Evidence:

Written description of three types of business records used.

The program's business practices include planning activities such as business projections, a business plan, a budget, etc.

Evidence:

Written description of planning activities performed.

Copy of a business record used for planning.

None

Standard AB2

In programs where there are multiple employees, the program assures a professional working climate.

The program has written personnel policies addressing:

- scheduling
- preparation and planning time
- meals and breaks
- procedures for program planning and establishing routines
- guidance and discipline
- professional ethics
- grievance procedures
- written job descriptions for each employee

Evidence:

Program policies demonstrating all the criteria above.

or

This standard is not applicable because the program does not have multiple employees.

Space away from children is provided for planning, administrative activities, relaxation, and personal care.

Evidence:

Captioned photograph of space provided to employees.

or

This standard is not applicable because the program does not have multiple employees.

None

Standard AB3

In programs where there are multiple employees, personnel are evaluated on their performance, including:

- adherence to program procedures
- adult-child interactions
- interactions with families
- interactions with staff and other professionals
- professionalism
- adherence to ethical standards

★★★

Employees are evaluated using a personnel performance rating tool and Family Survey.

Evidence:

Copy of program policy for evaluating personnel performance that indicates how the family survey results are incorporated.

Copy of personnel performance rating tool that addresses the criteria in the standard.

or

This standard is not applicable because the program does not have multiple employees.

★★★★

Employees are evaluated using a self-assessment.

Evidence:

Copy of program policy for evaluating personnel performance that includes process for employees to self-assess their job performance.

Copy of self-assessment rating tool, if different from personnel performance rating tool (see AB3, 3-Star) that addresses the criteria in the standard.

or

This standard is not applicable because the program does not have multiple employees.

★★★★★

Employees are evaluated using observations of adult-child interactions.

Evidence:

Copy of program policy for evaluating personnel performance that outlines how observations are conducted and incorporated into the evaluation.

Copy of observation tool that addresses the criteria in the standard.

or

This standard is not applicable because the program does not have multiple employees.

Standard AB4

In programs where there are multiple employees, the program promotes positive working relationships and professionalism.

Staff meetings are scheduled regularly and include team-building activities.

Evidence:

Written description of frequency of staff meetings.

Written example of a team-building activity.

or

This standard is not applicable because the program does not have multiple employees.

Activities are scheduled regularly to build and maintain morale and cohesiveness. Activities may include peer-to-peer collaboration, teaching teams, support by colleagues, and mentoring.

Evidence:

Written description of types of support provided and frequency of their occurrence.

or

This standard is not applicable because the program does not have multiple employees.

Participation by program personnel in professional organizations.

Evidence:

List of memberships in professional organizations/advocacy groups.

or

This standard is not applicable because the program does not have multiple employees.

Standard AB5

A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices. Evaluation sources include:

- family input/Family Survey
- program personnel feedback/input (or provider self-evaluation)
- rating scales or evaluation instruments (for example, ECERS-R/FCCERS-R, Preschool Program Quality Assessment)
- child outcome data from assessments
- outside evaluators

★★★

Sources for the program evaluation include information from three of the five sources listed.

Evidence:

Written description of your annual process for program evaluation using three of the five sources.

Written example of a modification made to your program's policies and procedures, environment, curriculum, or administration and business practices in response to an evaluation.

★★★★

Sources for the annual program evaluation include information from four of the five sources listed.

Evidence:

Written description of your process for program evaluation using four of the five sources.

★★★★★

Sources for the annual program evaluation include information from five of the five sources listed.

Evidence:

Written description of your process for program evaluation using five of the five sources.

Standard AB6

In programs where there are multiple employees, the following benefits are offered to encourage retention:

- health insurance (medical, dental, vision, or supplemental)
- retirement option
- free or discounted child care
- paid time off (vacation, sick, personal)
- financial supports for training and/or education
- paid membership to a professional organization (NAEYC/OAEYC/NAFCC)

★★★

Program offers one of the benefits listed above.

Evidence:

Program policy indicating at least one benefit listed above.

or

This standard is not applicable because the program does not have multiple employees.

★★★★

Program offers two of the benefits listed above.

Evidence:

Program policy indicating two benefits listed above.

or

This standard is not applicable because the program does not have multiple employees.

★★★★★

Program offers three of the benefits listed above.

Evidence:

Program policy indicating three benefits listed above.

or

This standard is not applicable because the program does not have multiple employees.