

REVISED QRIS STANDARDS FOR YEAR 3 - COMPLETE

STANDARDS	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
Health and Safety	(1) Program has an approved regular Child Care License Program (CCLP) certificate.	(1) No citations from DCCA-CCLP.	(1) No citations from DCCA-CCLP	(1) No citations from DCCA-CCLP	(1) No citations from DCCA-CCLP
	(2) Staff-Child Ratio complies with CNMI Administrative Code. (3) Program meets all requirements to be a CCDF provider, as stated in the Child Care Rules and Regulations.	(2) Staff-child ratio complies with CNMI Administrative Code.	(2) Staff-child ratio complies with CNMI Administrative Code.	(2) Staff-child Ratio: <ul style="list-style-type: none"> • 6 weeks - 12 mos (max group size 8, Ratio 1:4); • 13-47 mos (max group size 14, Ratio 1:7); • Preschool 4-5 years old (max group size 20, Ratio 1:10). • School-aged (max group size 25; Ratio 1:10). • For mixed age groups the ratio of the youngest child in the room will be followed at all times. 	(2) Staff-child Ratio: <ul style="list-style-type: none"> • 6 weeks - 12 mos (max group size 6, Ratio 1:3); • 13-47 mos (max group size 12, Ratio 1:6); • Preschool 4-5 years old (max group size 16, Ratio 1:8). • School-aged (max group size 20; Ratio 1:10). • For mixed age groups the ratio of the youngest child in the room will be followed at all times.
	(4) ITERS-3 Self-Assessment completed for each infant and toddler room.	(3) ITERS-3 minimum score of 2.00, no rating of 1 for Personal Care Routine items <ul style="list-style-type: none"> #5 Meals/ snacks #6 Diapering/ toileting #7 Health Practices #8 Safety Practices 	(3) ITERS-3 minimum score of 3.00, no rating of 1 for Space & Furnishings items <ul style="list-style-type: none"> #1 Indoor Space #2 Furnishings #3 Room Arrangement #4 Display for children (4) ITERS-3 minimum score of 3.00, minimum rating of 3 for Personal Care Routines items <ul style="list-style-type: none"> #5 Meals/ Snacks #6 Diapering/ Toileting #7 Health Practices #8 Safety Practices 	(3) ITERS-3 minimum score of 4.00, minimum rating of 3 for Space & Furnishings items <ul style="list-style-type: none"> #1 Indoor Space #2 Furnishings #3 Room Arrangement #4 Display for children (4) ITERS-3 minimum score of 4.00, minimum rating of 4 for Personal Care Routines items <ul style="list-style-type: none"> #5 Meals/ Snacks #6 Diapering/ Toileting #7 Health Practices #8 Safety Practices 	(3) ITERS-3 minimum score of 5.00, minimum rating of 4 for Space & Furnishings items <ul style="list-style-type: none"> #2 Furnishings #3 Room Arrangement #4 Display for children (4) ITERS-3 minimum score of 5.00, minimum rating of 5 for Personal Care Routines items <ul style="list-style-type: none"> #5 Meals/ Snacks

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

		(5) SACERS-U no rating of 1 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(8) SACERS-U-minimum rating of 3 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(8) SACERS-U minimum rating of 4 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene	(8) SACERS-U minimum rating of 5 for Health & Safety items #14 Safety practices #15 Attendance #16 Departure #17 Meals/ snacks #18 Personal hygiene
	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
STAFFING AND PROFESSIONAL DEVELOPMENT	(1) Completion of 30 hours of annual trainings and technical assistance (T& TA) by all ongoing staff, including director. At least 30 hours T & TA for new providers who have been at the center for at least 6 months. Training must have been completed within fiscal year Oct 1 to Sep 30. (2) For new providers, staff completed the CNMI QRIS and coaching orientation sessions.	(1) Completion of 30 hours of annual trainings and technical assistance (T& TA) by all ongoing staff, including director. At least 30 hours T & TA for new providers who have been at the center for at least 6 months. Participate in a minimum of 15 hours TA focused on areas in the Quality Improvement Plan (QIP). Training must have been completed within fiscal year Oct 1 to Sep 30.	(1) Completion of 30 hours of annual trainings and technical assistance (T& TA) for all staff, including director. At least 30 hours T & TA for new providers who have been at the center for at least 6 months. Participate in a minimum of 10 hours TA focused on areas in the Quality Improvement Plan (QIP). Training must have been completed within fiscal year Oct 1 to Sep 30.	(1) Completion of 30 hours of annual trainings and technical assistance (T& TA) for all staff, including director. At least 30 hours T & TA for new providers who have been at the center for at least 6 months. Participate in a minimum of 5 hours TA focused on areas in the Quality Improvement Plan (QIP). Training must have been completed within fiscal year Oct 1 to Sep 30.	(1) Completion of 30 hours of annual trainings and technical assistance (T& TA) for all staff, including director. At least 30 hours T & TA for new providers who have been at the center for at least 6 months. Participate in a minimum of 5 hours TA focused on areas in the Quality Improvement Plan (QIP). Training must have been completed within fiscal year Oct 1 to Sep 30.
	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
CHILD GROWTH AND DEVELOPMENT	(1) A daily schedule and current lesson plan are posted for all age groups.	(1) A developmentally appropriate daily schedule and current lesson plan are posted for all age groups. * Daily schedule includes, but is not limited to, different activities such as small and large group time, individual choice, gross motor, etc.	(1) Providers use the CNMI Infant and Toddler AND Preschool Early Learning Guidelines to inform the program's activities and curriculum.	(1) For infant/ toddler program: Two of four (2/4) domains of development are addressed and evident in the activities in which infants and toddlers are currently engaged. For preschool program: Five of ten (5/10) domains of development are addressed and evident in the activities in which	(1) For infant/ toddler program: Three of four (3/4) domains of development are addressed and evident in the activities in which infants and toddlers are currently engaged. For preschool program: Seven of ten (7/10) domains of development are addressed and evident in the activities in which

				preschoolers are currently engaged.	preschoolers are currently engaged.
			(2) ITERS-3 minimum score of 3.00, no rating of 1 for Program Structure items #31 Schedule #32 Free Play #33 Group Play Activities	(2) ITERS-3 minimum score of 4.00, minimum rating of 3 for Program Structure items #31 Schedule #32 Free Play #33 Group Play Activities	(2) ITERS-3 minimum score of 5.00, minimum rating of 4 for Program Structure items #31 Schedule #32 Free Play #33 Group Play Activities
		(2) ITERS-3 minimum score of 2.00, no rating of 1 for Language & Books items #9 Talking with children #10 Encouraging vocabulary development #11 Responding to children's communication #12 Encouraging children to communicate #13 Staff use of books with children #14 Encouraging children's use of books	(3) ITERS-3 minimum score of 3.00, minimum rating of 3 for Language & Books items #9 Talking with children #10 Encouraging vocabulary development #11 Responding to children's communication #12 Encouraging children to communicate #13 Staff use of books with children #14 Encouraging children's use of books	(3) ITERS-3 minimum score of 4.00, minimum rating of 4 for Language & Books items #9 Talking with children #10 Encouraging vocabulary development #11 Responding to children's communication #12 Encouraging children to communicate #13 Staff use of books with children #14 Encouraging children's use of books	(3) ITERS-3 minimum score of 5.00, minimum rating of 5 for Language & Books items #9 Talking with children #10 Encouraging vocabulary development #11 Responding to children's communication #12 Encouraging children to communicate #13 Staff use of books with children #14 Encouraging children's use of books
			Activities items #15 Fine motor #16 Art #17 Music and movement #18 Blocks #19 Dramatic play #20 Nature/ Science #21 Math/ number #22 Appropriate use of technology #23 Promoting acceptance of diversity #24 Gross Motor	Activities items #15 Fine motor #16 Art #17 Music and movement #18 Blocks #19 Dramatic play #20 Nature/ Science #21 Math/ number #22 Appropriate use of technology #23 Promoting acceptance of diversity #24 Gross Motor	Activities items #15 Fine motor #16 Art #17 Music and movement #18 Blocks #19 Dramatic play #20 Nature/ Science #21 Math/ number #22 Appropriate use of technology #23 Promoting acceptance of diversity #24 Gross Motor

		<p>Interaction items</p> <ul style="list-style-type: none"> #25 Supervision of gross motor play #26 Supervision of play and learning #27 Peer interaction #28 Staff-child interaction #29 Providing physical warmth/ touch #30 Guiding children’s behavior 	<p>Interaction items</p> <ul style="list-style-type: none"> #25 Supervision of gross motor play #26 Supervision of play and learning #27 Peer interaction #28 Staff-child interaction #29 Providing physical warmth/ touch #30 Guiding children’s behavior 	<p>Interaction items</p> <ul style="list-style-type: none"> #25 Supervision of gross motor play #26 Supervision of play and learning #27 Peer interaction #28 Staff-child interaction #29 Providing physical warmth/ touch #30 Guiding children’s behavior 	<p>Interaction items</p> <ul style="list-style-type: none"> #25 Supervision of gross motor play #26 Supervision of play and learning #27 Peer interaction #28 Staff-child interaction #29 Providing physical warmth/ touch #30 Guiding children’s behavior
	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
		<p>(3) ECERS-3 minimum score of 2.00, no rating of 1 for Language & Literacy items</p> <ul style="list-style-type: none"> #12 Helping children expand vocabulary #13 Encouraging children to use language #14 Staff use of books with children #15 Encouraging children’s use of books #16 Becoming familiar with print 	<p>(4) ECERS-3 minimum score of 3.00, no rating of 1 for Program Structure items</p> <ul style="list-style-type: none"> #33 Transitions and waiting time #34 Free play #35 Whole-group activities <p>(5) ECERS-3 minimum score of 3.00, minimum rating of 3 for Language & Literacy items</p> <ul style="list-style-type: none"> #12 Helping children expand vocabulary #13 Encouraging children to use language #14 Staff use of books with children #15 Encouraging children’s use of books #16 Becoming familiar with print <p>Activities items</p> <ul style="list-style-type: none"> #17 Fine motor #18 Art 	<p>(4) ECERS-3 minimum score of 4.00, minimum rating of 3 for Program Structure items</p> <ul style="list-style-type: none"> #33 Transitions and waiting time #34 Free play #35 Whole-group activities <p>(5) ECERS-3 minimum score of 4.00, minimum rating of 4 for Language & Literacy items</p> <ul style="list-style-type: none"> #12 Helping children expand vocabulary #13 Encouraging children to use language #14 Staff use of books with children #15 Encouraging children’s use of books #16 Becoming familiar with print <p>Activities items</p> <ul style="list-style-type: none"> #17 Fine motor #18 Art 	<p>(4) ECERS-3 minimum rating of 5.00, minimum rating of 4 for Program Structure items</p> <ul style="list-style-type: none"> #33 Transitions and waiting time #34 Free play #35 Whole-group activities <p>(5) ECERS-3 minimum score of 5.00, minimum rating of 5 for Language & Literacy items</p> <ul style="list-style-type: none"> #12 Helping children expand vocabulary #13 Encouraging children to use language #14 Staff use of books with children #15 Encouraging children’s use of books #16 Becoming familiar with print <p>Activities items</p> <ul style="list-style-type: none"> #17 Fine motor #18 Art

			<ul style="list-style-type: none"> #19 Music/ movement #20 Blocks #21 Dramatic play #22 Nature/ science #23 Math materials and activities #24 Math in daily events #25 Understanding written numbers #26 Promoting acceptance of diversity #27 Appropriate use of technology 	<ul style="list-style-type: none"> #19 Music/ movement #20 Blocks #21 Dramatic play #22 Nature/ science #23 Math materials and activities #24 Math in daily events #25 Understanding written numbers #26 Promoting acceptance of diversity #27 Appropriate use of technology 	<ul style="list-style-type: none"> #19 Music/ movement #20 Blocks #21 Dramatic play #22 Nature/ science #23 Math materials and activities #24 Math in daily events #25 Understanding written numbers #26 Promoting acceptance of diversity #27 Appropriate use of technology
	<p>Interaction items</p> <ul style="list-style-type: none"> #28 Supervision of gross motor #29 Individualized teaching and learning #30 Staff-child interaction #31 Peer interaction #32 Discipline 	<p>Interaction items</p> <ul style="list-style-type: none"> #28 Supervision of gross motor #29 Individualized teaching and learning #30 Staff-child interaction #31 Peer interaction #32 Discipline 	<p>Interaction items</p> <ul style="list-style-type: none"> #28 Supervision of gross motor #29 Individualized teaching and learning #30 Staff-child interaction #31 Peer interaction #32 Discipline 	<p>Interaction items</p> <ul style="list-style-type: none"> #28 Supervision of gross motor #29 Individualized teaching and learning #30 Staff-child interaction #31 Peer interaction #32 Discipline 	
STAR 1	STAR 2	STAR 3	STAR 4	STAR 5	
		<p>(6) SACERS–U no rating of 1 for Program Structure items</p> <ul style="list-style-type: none"> #36 Schedule #37 Free choice #38 Use of community resources 	<p>(6) SACERS–U minimum rating of 3 for Program Structure items</p> <ul style="list-style-type: none"> #36 Schedule #37 Free choice #38 Use of community resources 	<p>(6) SACERS–U minimum rating of 4 for Program Structure items</p> <ul style="list-style-type: none"> #36 Schedule #37 Free choice #38 Use of community resources 	
		<p>(7) SACERS-U minimum rating of 3 for Activities items</p> <ul style="list-style-type: none"> #19 Arts and crafts #20 Music and movement #21 Blocks and construction #22 Dramatic play/ theater 	<p>(7) SACERS-U minimum rating of 4 for Activities items</p> <ul style="list-style-type: none"> #19 Arts and crafts #20 Music and movement #21 Blocks and construction #22 Dramatic play/ theater 	<p>(7) SACERS-U minimum rating of 5 for Activities items</p> <ul style="list-style-type: none"> #19 Arts and crafts #20 Music and movement #21 Blocks and construction #22 Dramatic play/ theater 	

		(4) SACERS-Uno rating of 1 for Interactions items #28 Staff-child interactions #29 Staff-child communication #30 Staff supervision of children #31 Discipline #32 Peer interactions	#23 Language/ reading activities #24 Math/ reasoning activities #25 Science/ nature activities #26 Cultural awareness Interactions items #28 Staff-child interactions #29 Staff-child communication #30 Staff supervision of children #31 Discipline #32 Peer interactions	#23 Language/ reading activities #24 Math/ reasoning activities #25 Science/ nature activities #26 Cultural awareness Interactions items #28 Staff-child interactions #29 Staff-child communication #30 Staff supervision of children #31 Discipline #32 Peer interactions	#23 Language/ reading activities #24 Math/ reasoning activities #25 Science/ nature activities #26 Cultural awareness Interactions items #28 Staff-child interactions #29 Staff-child communication #30 Staff supervision of children #31 Discipline #32 Peer interactions
	<i>*Indicators to be added*</i>	<i>Star 2</i> CLASS INTERACTIONS (TBD)	<i>Star 3</i> CLASS INTERACTIONS (TBD)	<i>Star 4</i> CLASS INTERACTIONS (TBD)	<i>Star 5</i> CLASS INTERACTIONS (TBD)
	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
CHILDREN WITH DISABILITIES	(1) Information on resources in the community is current and available for parents.	(1) Information on resources in the community is current and available for parents. The information comes from at least three (3) different sources.	(1) ITERS-R: Minimum rating of 2 for item #32 Provisions for Children with Disabilities.	(1) ITERS-R: Minimum rating of 3 for item #32 Provisions for Children with Disabilities.	(1) ITERS-R: Minimum rating of 4 for item #32 Provisions for Children with Disabilities.
		(2) An IEP/IFSP for the child is available on site and followed by the staff	(2) ECERS-R: Minimum rating of 2 for item #37 Provisions for Children with Disabilities.	(2) ECERS-R: Minimum rating of 3 for item #37 Provisions for Children with Disabilities.	(2) ECERS-R: Minimum rating of 4 for item #37 Provisions for Children with Disabilities.
			(3) SACERS-U: Minimum rating of 2 for item Special Needs Supplementary Items: #42 Provisions for exceptional children #43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement	(3) SACERS-U: Minimum rating of 3 for item Special Needs Supplementary Items: #42 Provisions for exceptional children #43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement	(3) SACERS-U: Minimum rating of 4 for item Special Needs Supplementary Items: #42 Provisions for exceptional children #43 Individualization #44 Multiple opportunities for learning and practicing skills #45 Engagement

			#46 Interacting with peers #47 Promoting communication	#46 Interacting with peers #47 Promoting communication	#46 Interacting with peers #47 Promoting communication
	(3) Staff who is/ are working with child(ren) with special needs is trained in inclusive practices annually.	(4) All teaching staff is trained in inclusive practices annually.	(4) All teaching staff, including director, is trained in inclusive practices annually. (5) Inclusive practices are evident and program is applying IEP of the child.	(4) All teaching staff, including director, is trained in inclusive practices annually. (5) Inclusive practices are evident and program is applying IEP of the child.	(4) All teaching staff, including director, is trained in inclusive practices annually. (5) Inclusive practices are evident and program is applying IEP of the child.
	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
FAMILY ENGAGEMENT AND STRENGTHENING	(1) Program communicates with families.	(1) Program communicates with families in at least three (3) different ways	(1) Social and educational events and opportunities to volunteer are provided for families (at least one example of each)	(1) One-parent teacher conference is conducted during the year.	(1) Parents have an annual, formal opportunity to give the program feedback. Parent feedback informs program policies, procedures, and/or practices (e.g. addressing children who bite).
			(2) ITERS-R: Minimum rating of 3 for item #6 Greeting/ Departing (3) ECERS-R: Minimum rating of 3 for item #9 Greeting/ Departing (4) SACERS-U: Minimum rating of 3 for item #27 Greeting/ Departing	(2) ITERS-R: Minimum rating of 4 for item #6 Greeting/ Departing (3) ECERS-R: Minimum rating of 4 for item #9 Greeting/ Departing (4) SACERS-U: Minimum rating of 4 for item #27 Greeting/ Departing	(2) ITERS-R: Minimum rating of 5 for item #6 Greeting/ Departing (3) ECERS-R: Minimum rating of 5 for item #9 Greeting/ Departing (4) SACERS-U: Minimum rating of 5 for item #27 Greeting/ Departing
			(5) Program provides training to parents and families on written policies or best practices, at least once (1) a year.	(5) Program provides training to parents and families on written policies and best practices, at least two (2) times a year. (6) PAS: Minimum rating of 4 on #16 Family communications #17 Family support and involvement #18 External communications	(5) Program provides training to parents and families on written policies and best practices, at least three (3) times a year. (6) PAS: Minimum rating of 5 on #16 Family communications #17 Family support and involvement #18 External communications
	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5

LEADERSHIP AND MANAGEMENT	(1) Directors complete Program Administration Scale (PAS) self-assessment annually.	(1) Drafted and completed at least 25% of the Program Administration Scale (PAS) action plan.	(1) Drafted and completed at least 50% of the Program Administration Scale (PAS) action plan.	(1) At least 75% of the Program Administration Scale (PAS) Action Plan has been completed. (2) PAS: Minimum rating of 4 on item #10 Screening and identification of special needs (3) PAS: Minimum rating of 3 on #11 Assessment in support of learning #15 Strategic planning	(1) 100% of the Program Administration Scale (PAS) Action Plan has been completed. (2) PAS: Minimum rating of 5 on item #10 Screening and identification of special needs (3) PAS: Minimum rating of 4 on #11 Assessment in support of learning #15 Strategic planning
			(2) Drafted and completed at least 50% of goals in the Quality Improvement Plan (QIP).	(4) Drafted and completed at least 75% of goals in the Quality Improvement Plan (QIP).	(4) Drafted and completed 100% of goals in the Quality Improvement Plan (QIP).
				(5) Program provides a minimum of 30 minutes lunch break when a teacher can be away from children.	(5) Program provides a minimum of 15 minutes break in the morning, 15 minutes break in the afternoon, and a 1 hour lunch break.
				(6) ITERS-R: Minimum rating of 4 for item #37 Staff Continuity.	(6) ITERS-R: Minimum rating of 5 for item #37 Staff Continuity.
				(7) PAS: Minimum rating of 4 on item #14 Program Evaluation.	(7) PAS: Minimum rating of 4 on item #7 Facilities Management. (8) PAS: Minimum rating of 5 on item #14 Program Evaluation.