



**OREGON'S  
QUALITY RATING AND  
IMPROVEMENT SYSTEM**

**For Family Child Care Programs  
(registered & certified)**

***Field Test Master Document***

***Standards with Indicators, Criteria, and Evidence***

***January, 2013***

## *Tiered Quality Rating and Improvement System (QRIS): Program Standards*

Oregon's Tiered Quality Rating and Improvement System (QRIS) program standards will be used for the 2013 field test. They are a central piece in the overall quality improvement process for programs participating in QRIS. The following program standards have gone through a series of input at the national, state, and regional levels using a variety of lenses to aid in the refinement.

The field test will include a validation study of the program standards along with an evaluation of the QRIS process. These studies will provide guidance regarding any necessary changes to the QRIS standards.

### **Oregon's Standards**

The standards establish the State's quality framework and articulate a vision for moving programs to a level of quality that will support healthy development and school success for all children. The QRIS incorporates and aligns early learning guidelines, practitioner knowledge, and program standards that apply across sectors and age ranges.

**Child Outcome Standards** are incorporated into both workforce and program standards to ensure optimal child development and school readiness using the Head Start Child Development and Early Learning Framework and Oregon's Early Childhood Foundations, Birth to Three.

**Workforce Standards** are integrated into program standards to ensure highly qualified educators working with children and administering early learning and development programs, using the Core Body of Knowledge (Oregon Center for Career Development in Childhood Care and Education, Portland State University) of what practitioners need to know.

**Program Standards** utilize both the workforce standards and child outcome standards to work together in a program to implement quality practices that support positive child development and school readiness.

### **Development of Oregon's Program Standards**

Western Oregon University convened a workgroup with representatives from Oregon Child Care Research Partnership, Head Start Collaboration Office, Oregon Pre-Kindergarten and Early Intervention/Early Childhood Special Education, Child Care Resource and Referral Network, Oregon Center for Career Development, Oregon After School for Kids Network, and Child Care Division staff to provide input and guidance.

Oregon's program standards were developed using Head Start Performance Standards, National Association for the Education of Young Children, National Association for Family Child Care, Oregon's Early Childhood Foundations, and Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition. Oregon also incorporated state research and evaluations on quality improvement initiatives.

National experts were utilized through technical assistance regarding linguistic and cultural responsiveness, weekly technical assistance phone calls with other states, national QRIS conferences, cost modeling from national QRIS experts, and focus groups across the states including over 250 child care and early education providers and programs, Child Care Resource and Referral agencies, licensing specialists, health and nutrition specialists, child care union members, and Oregon's Professional Development Committee.

### **About This Document**

This document does not include appendices that are referenced, but they will be included in the portfolio. The Family Survey referenced in this document will be provided in the portfolio also.

## ***Domain: Children's Learning and Development***

<b>Standard LD1 The program is guided by a written statement of philosophy.</b>	
<b>3 Star Indicator:</b>	<p>The program has a written philosophy that states the values, beliefs, and program goals for children and families and is available to staff, families, and visitors.</p> <p><b>Evidence:</b> Copy of the program's philosophy, which states the values, beliefs, and program goals for children and families.</p> <p><b><u>and</u></b></p> <p>Average score of 3 or higher on question #10 on the Family Survey.</p>
<b>4 Star Indicator:</b>	<p>The program's philosophy explicitly ensures the inclusion of all children.</p> <p><b>Evidence:</b> Copy of program's philosophy that ensures the inclusion of all children.</p> <p><b><u>and</u></b></p> <p>Written example of how the program has implemented its inclusive philosophy.</p>
<b>5 Star Indicator:</b>	<p>The program's philosophy is used to guide decisions, including curricular activities, activities to promote partnerships with families, professional development and hiring of staff if applicable.</p> <p><b>Evidence:</b> Written description of how the program uses its philosophy to guide program decisions in the areas listed above.</p>

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

**3 Star Indicator:**

The program uses a curriculum that supports all children’s learning and development that: is based on theory and research; produces positive child outcomes; balances adult-directed and child-initiated activities; specifies outcomes for key areas of development; specifies instructional details for care and education provider/teacher to follow; includes content areas of math, science, literacy, and social studies; and provides instructional detail on positive adult-child interactions.

**Evidence:** Check curriculum used.

Infant-Toddler Curricula

- The Creative Curriculum for Infants, Toddlers and Twos*, second edition, revised
- HighScope Infant/Toddler Curriculum*
- Beyond Cribs and Rattles*

Preschool Curricula

- The Creative Curriculum for Preschool*, fifth edition
- HighScope Preschool Curriculum*, HighScope Educational Foundation
- Developmental Learning Materials - DLM Early Childhood Express*
- Opening the World of Learning (OWL)*
- The Scholastic Early Childhood Program*

Family Child Care Programs

- The Creative Curriculum for Family Child Care*, second edition

**or**

If your curriculum is not listed above, written description of how your curriculum meets the criteria above.

For after-school only programs

Name of curriculum: \_\_\_\_\_

**or**

If your after-school program does not use a commercial/published curriculum, written description of the scope of activities used.

**4 Star Indicator:**

None

**5 Star Indicator:**

None

**Standard LD3 The program provides an appropriate indoor environment in areas of the home made available to children that supports children’s learning and development and is accessible to all children enrolled in the program.**

<p><b>3 Star Indicator:</b></p>	<p>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; and has enough room for equipment needed by children with disabilities.</p> <p><b>Evidence:</b> Written description of the indoor environmental arrangement that demonstrates all the criteria above.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Photograph(s) supporting the written description.</p>
<p><b>4 Star Indicator:</b></p>	<p>The program uses a basic indoor environmental arrangement with enhancements that support children’s learning and development, including at least one place to display materials related to learning. Materials should be at child’s eye level; reflect current activities; be age appropriate; be at least 50% child generated and individualized (not commercially or adult created); and contain some three-dimensional displays (for example, sculptures, textured collages, popsicle stick art, mobiles, etc.).</p> <p><b>Evidence:</b> Written description of the indoor environmental arrangement that demonstrates all the criteria above.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Photograph(s) supporting the written description.</p>
<p><b>5 Star Indicator:</b></p>	<p>The program uses a comprehensive indoor environmental arrangement that supports children’s learning and development, including adult or commercially-produced displays that: represent various cultures, ethnic groups, and races; represent different ages, genders, and various abilities; and show children and adults in non-stereotypical roles.</p> <p><b>Evidence:</b> Written description of the indoor environmental arrangement that demonstrates all the criteria above.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Photograph(s) supporting the written description.</p>

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

<p><b>3 Star Indicator:</b></p>	<p>The program uses basic indoor furnishings that support children’s learning and development, including: sufficient furnishings available for routine care, play, relaxation/comfort, and learning (for example, enough chairs for all children to sit at the same time; cushions, beanbag chairs, couches, child-sized furniture in dramatic play area); furnishings in good repair; shelves or containers with toys, books, etc., organized and within the reach of children; and shelves or containers with toys, books, etc., labeled with words.</p> <p><b>Evidence:</b> Written description of the indoor furnishings that demonstrates all the criteria above.</p> <p><b><u>and</u></b></p> <p>Photograph(s) supporting the written description.</p>
<p><b>4 Star Indicator:</b></p>	<p>The program uses basic indoor furnishings with enhancements 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 program, as appropriate.</p> <p><b>Evidence:</b> Written description of the indoor furnishings that demonstrates all the criteria above.</p> <p><b><u>and</u></b></p> <p>Photograph(s) supporting the written description.</p>
<p><b>5 Star Indicator:</b></p>	<p>The program uses comprehensive 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; and shelves and containers labeled with pictures.</p> <p><b>Evidence:</b> Written description of the indoor furnishings that demonstrates all the criteria above.</p> <p><b><u>and</u></b></p> <p>Photograph(s) supporting the written description.</p>

**Standard LD5 The program provides appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program.**

<p><b>3 Star Indicator:</b></p>	<p>Gross motor equipment addresses balancing, climbing, throwing, catching, pedaling, and steering. Equipment is appropriate for the age and ability of children (for example, shorter slides for small children, lower height of basketball hoop, adaptations made or special equipment provided for children with disabilities).</p> <p><b>Evidence:</b> Written description of the gross motor equipment that demonstrates all the criteria above.</p> <p><b>and</b></p> <p>Photograph(s) supporting the written description.</p>
<p><b>4 Star Indicator:</b></p>	<p>Portable gross motor equipment for play is available (for example, balls, sports equipment, tricycles, jump ropes, hula hoops).</p> <p><b>Evidence:</b> Written description of portable equipment.</p> <p><b>and</b></p> <p>Photograph(s) supporting the written description.</p>
<p><b>5 Star Indicator:</b></p>	<p>The program has adequate space for indoor gross motor activities when weather doesn't permit going outdoors.</p> <p><b>Evidence:</b> Written description of indoor space.</p> <p><b>and</b></p> <p>Photograph(s) supporting the written description.</p>

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

<p><b>3 Star Indicator:</b></p>	<p>The program uses basic materials that support children's learning and development. These materials support children's cognitive, language, motor, social, and emotional development; are accessible; are in sufficient quantity and rotated periodically; include a variety of books; and include writing utensils and materials (for example, pencils, markers, chalk, paper, chalkboards, small dry erase boards).</p> <p><b>Evidence:</b> Written description of materials that demonstrates all the criteria above.</p> <p><b>and</b></p> <p>Photograph(s) supporting the written description.</p>
<p><b>4 Star Indicator:</b></p>	<p>The program uses basic 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; and provide opportunities for self-direction and choice.</p> <p><b>Evidence:</b> Written description of materials that demonstrates all the criteria above.</p> <p><b>and</b></p> <p>Photograph(s) supporting the written description.</p>

<b>5 Star Indicator:</b>	<p>The program uses a wide selection of materials that support children’s learning and development. These materials (for example, dress-up clothes, play foods, eating utensils, cooking utensils, books, pictures, 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.</p> <p><b>Evidence:</b> Written description of materials that demonstrates all the criteria above.</p> <p><u>and</u></p> <p>Photograph(s) supporting the written description.</p>
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<p><b>Standard LD7 The program uses planned curriculum activities that support children’s learning and development.</b></p>
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<b>3 Star Indicator:</b>	<p>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; and opportunities for children to use writing materials.</p> <p><b>Evidence:</b> Written description of activities that demonstrates all the criteria above.</p> <p><u>and</u></p> <p>Copy of lesson plan or schedule that supports the written description.</p> <p><u>and</u> <i>(if a child with disabilities attends the program)</i></p> <p>Written description of curriculum activities developed in consultation with the IFSP/IEP team to meet the needs of a child with disabilities.</p>
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<b>4 Star Indicator:</b>	<p>The program uses a variety of curriculum activities that support children’s learning and development that include: activities designed to promote understanding of cultures beyond those represented in the program; activities that address content areas (math, science, social studies, etc.); adults reading one-to-one with children daily; and adults writing what children say and taking dictation from children.</p> <p><b>Evidence:</b> Written description of activities that demonstrates all the criteria above.</p> <p><u>and</u></p> <p>Copy of lesson plan or schedule that supports the written description.</p>
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<b>5 Star Indicator:</b>	<p>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); and some activities in children’s home languages such as singing or storytelling.</p> <p><b>Evidence:</b> Written description of activities that demonstrates all the criteria above.</p> <p><u>and</u></p> <p>Copy of lesson plan or schedule that supports the written description.</p>
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**Standard LD8 The program uses daily routines that support children’s learning and development.**

<p><b>3 Star Indicator:</b></p>	<p>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; and daily planned activities for outdoor play or similar activities indoors when weather or air quality does not permit outdoor play.</p> <p><b>Evidence:</b> Copy of lesson plan or schedule that demonstrates all the criteria above.</p>
<p><b>4 Star Indicator:</b></p>	<p>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; and many opportunities for children to be part of self-selected small groups.</p> <p><b>Evidence:</b> Copy of lesson plan or schedule that demonstrates all the criteria above.</p>
<p><b>5 Star Indicator:</b></p>	<p>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; and planning for outdoor activities.</p> <p><b>Evidence:</b> Copy of daily schedule that demonstrates all the criteria above.</p>

**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.**

<p><b>3 Star Indicator:</b></p>	<p>A screening is performed on each child within 30 days of when the child enters the program and on an annual basis in order to refer children for specialized assessment when indicated.</p> <p><b>Evidence:</b> Check screening(s) used.</p> <p>___ Ages and Stages Questionnaire (ASQ)</p> <p>___ Parents’ Evaluations of Developmental Status (PEDS)</p> <p><b><u>or</u></b></p> <p>If your screening is <u>not</u> listed above, written description of how your screening aligns with the <b>Head Start Child Development and Early Learning Framework</b> and <b>Oregon’s Early Childhood Foundations, Birth to Three.</b> (see Appendix)</p> <p><b><u>and</u></b></p> <p>Program policy on conducting screening and referring children for additional, specialized assessment.</p> <p><b><u>and</u></b></p> <p>Copy of one completed screening with child’s name removed.</p> <p><b><u>and, if applicable</u></b></p> <p>Written example of the program referring a child for specialized assessment based on screening information.</p> <p>Note: This indicator is not applicable for <u>after-school programs</u>.</p>
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<b>4 Star Indicator:</b>	<p>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.</p> <p><b>Evidence:</b> Check assessment(s) used.</p> <p>___ Teaching Strategies Gold</p> <p>___ Assessment, Evaluation and Programming System (AEPS)</p> <p><b><u>or</u></b></p> <p>If your assessment is <u>not</u> listed above, written description of how your assessment aligns with the <b>Head Start Child Development and Oregon’s Early Childhood Foundations, Birth to Three.</b> (see Appendix)</p> <p><b><u>and</u></b></p> <p>Copy of one completed assessment with child’s name removed.</p> <p><b><u>and</u></b></p> <p>Written description of how the daily schedule and weekly plan are tied to assessment information.</p> <p><u>For after-school only program:</u> Written description of child assessment procedures.</p>
<b>5 Star Indicator:</b>	<p>Samples of children’s work, written accounts of specific observations, and information from family members are collected on an ongoing basis to supplement assessment.</p> <p><b>Evidence:</b> Written description of supplemental assessment information collected on children.</p>

**Standard 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.**

<b>3 Star Indicator:</b>	<p>Children spend a majority of their day with a consistent care provider.</p> <p><b>Evidence:</b> Written description of how the program establishes and maintains a consistent caregiver for children.</p>
<b>4 Star Indicator:</b>	<p>The program’s enrollment practices exceed licensing standards.</p> <p><b>Evidence:</b> Quality Indicator Form completed during licensing renewal.</p>
<b>5 Star Indicator:</b>	<p>None</p>

**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.**

<p><b>3 Star Indicator:</b></p>	<p>The program has written guidelines 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 and to join children’s activities; use positive comments and encouragement with children; acknowledge and validate children’s emotions; and focus interactions on children’s activities and interests.</p> <p><b>Evidence:</b> Copy of program’s guidelines for adult-child interactions that demonstrates all the criteria above.</p>
<p><b>4 Star Indicator:</b></p>	<p>The program has written guidelines 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; and use scaffolding to help children understand concepts, answer questions, or complete activities.</p> <p><b>Evidence:</b> Copy of program’s guidelines for adult-child interactions that demonstrates all the criteria above.</p>
<p><b>5 Star Indicator:</b></p>	<p>Adults who interact with children make use of appropriate emotional support, classroom organization, and instructional support.</p> <p><b>Evidence:</b> Copy of CLASS scoring summary sheet completed for at least one-third of classroom/group/staff that represent each age group with an average composite score of 5.0 or higher on each of the three domains of the CLASS (Emotional Support, Classroom Organization, and Instructional Support).</p>

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

<p><b>3 Star Indicator:</b></p>	<p>The program has a written policy on behavior management that encourages the use of clear expectations, proactive and preventative strategies, and redirection of misbehavior.</p> <p><b>Evidence:</b> Copy of program’s policy on behavior management that demonstrates all the criteria above.</p>
<p><b>4 Star Indicator:</b></p>	<p>The program provides direct instruction and support on children’s social skills, including empathy, self-regulation, and problem solving.</p> <p><b>Evidence:</b> Written description of how the program provides instruction on social skills.</p>
<p><b>5 Star Indicator:</b></p>	<p>Adults who interact with children make use of appropriate adult-child interactions that support children’s positive social and emotional development.</p> <p><b>Evidence:</b> Copy of CLASS scoring summary sheet completed on at least one-third of classroom/group/staff that represent each age group with an average composite score of 2.0 or less on Negative Climate Dimension and an average score of 5.0 or higher on Behavior Management Dimension.</p>

## ***Domain: Health and Safety***

<b>Standard HS1 Children are provided instruction and support to independently manage health and hygiene practices.</b>	
<b>3 Star Indicator:</b>	<p>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; and on an individual basis.</p> <p><b>Evidence:</b> Written description of how and when supervised instruction is provided to children in toileting that demonstrates all the criteria above.</p>
<b>4 Star Indicator:</b>	<p>Children are provided instruction on preventing germ transmission, including frequent and thorough hand-washing; use of 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; and during group activities.</p> <p><b>Evidence:</b> Written description of how and when instruction is provided to children on germ transmission that demonstrates all the criteria above.</p>
<b>5 Star Indicator:</b>	<p>Children are provided instruction on how and when to brush teeth at a skill-based level at least annually (for example, demonstration of technique by program personnel or dental hygienist, providing brushes and having children practice technique, etc.).</p> <p><b>Evidence:</b> Written description of how and when instruction is provided to children on toothbrushing that demonstrates all the criteria above.</p>

<b>Standard HS2 Children are provided instruction and support on safety rules and expectations.</b>	
<b>3 Star Indicator:</b>	<p>The program has a set of safety rules that is posted in each room.</p> <p><b>Evidence:</b> Copy of the program's safety rules.</p>
<b>4 Star Indicator:</b>	<p>Program personnel use both formal instruction and naturally occurring opportunities to teach safety rules and expectations that apply both in the program and in the community.</p> <p><b>Evidence:</b> Written description of instruction provided to children on safety rules and expectations that demonstrates all the criteria above.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p style="text-align: center;">Written example of a naturally occurring instruction.</p>
<b>5 Star Indicator:</b>	None

**Standard HS3 Healthy eating habits are supported and encouraged.**

3 Star Indicator:	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; and providing appropriate portion sizes. <b>Evidence:</b> Program policy, written procedure, or guidelines for meals and snacks that demonstrates all the criteria above.
4 Star Indicator:	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); and offering fresh fruit and vegetables at least twice a week. <b>Evidence:</b> Program policy, written procedure, or guidelines for meals and snacks that demonstrates all the criteria above
5 Star Indicator:	Program personnel provide instruction about healthy nutrition, including: instruction on eating from the USDA guidelines (ChooseMyPlate.gov); instruction on 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; and during group activities. <b>Evidence:</b> Written description of how and when instruction is provided on nutrition that demonstrates all the criteria above.

**Standard HS4 Healthy fitness habits are supported and encouraged.**

3 Star Indicator:	Program personnel use natural opportunities to increase physical activity and plan daily moderate-to-vigorous physical activity. <b>Evidence:</b> Written description of how and when program personnel use natural opportunities to encourage moderate-to-vigorous physical activity.
4 Star Indicator:	Program personnel provide instruction on the importance of physical activity. <b>Evidence:</b> Written description of instruction provided to children on the importance of physical activity.
5 Star Indicator:	None

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

3 Star Indicator:	The program's policy indicates willingness to include children with special health needs (temporary or ongoing) and to make the necessary exceptions and accommodations. <b>Evidence:</b> Program policy, procedures, or guidelines on including children with special health needs that demonstrates all the criteria above.
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<b>4 Star Indicator:</b>	<p>Program personnel consult and collaborate with health care and related service professionals to meet a child’s special health care needs as applicable.</p> <p><b>Evidence:</b> Program policy, procedures, or guidelines on consultation and collaboration with other professionals to meet a child’s special health care needs.</p> <p><b>and</b></p> <p>If a child with special 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).</p>
<b>5 Star Indicator:</b>	None

<p><b>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.</b></p>
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<b>3 Star Indicator:</b>	<p>Appropriate screen time use includes:</p> <ul style="list-style-type: none"> <li>• parents are informed if electronic media are used in the program</li> <li>• screen content is appropriate for ages of children, nonviolent, and culturally sensitive</li> <li>• at least one alternative activity is available while electronic media is used</li> <li>• program’s use of screen viewing encourages active child involvement</li> <li>• adults do not use electronic media for personal use during the care day</li> <li>• electronic media is not on during non-viewing time and is not allowed during meals or snack time</li> <li>• no screen time for children younger than two years of age</li> </ul> <p><b>Evidence:</b> Program policy, procedure, or guidelines on screen viewing that demonstrates all the criteria above.</p>
<b>4 Star Indicator:</b>	None
<b>5 Star Indicator:</b>	<p>Appropriate screen time use includes:</p> <ul style="list-style-type: none"> <li>• program uses screen time intentionally</li> <li>• screen time is related to instructional goals (that is, supports and extends children’s current interests and experiences, content is discussed with children)</li> <li>• screen media is free of advertisement and brand placement</li> <li>• screen time is limited to no more than one hour per day</li> </ul> <p><b>Evidence:</b> Program policy, procedure, or guidelines on screen viewing that demonstrates all the criteria above.</p> <p><b>and</b></p> <p>Written description of how the program uses screen time in an intentional manner related to instructional goals.</p>

## **Domain: Personnel Qualifications**

<b>Standard PQ1 The program’s leader is presently qualified through education, training, and experience.</b>	
<b>3 Star Indicator:</b>	<p>Provider has achieved an Oregon Registry Step 7.5 or above.</p> <p><b>Evidence:</b> Copy of Oregon Registry Certificate at Step 7.5 or above</p>
<b>4 Star Indicator:</b>	<p>Provider has achieved an Oregon Registry Step 8.5 or above <b>and</b> has completed 30 clock hours of community-based training or college course credit (3 quarter credits/2 semester credits) in the core knowledge category of <i>Program Management</i>.</p> <p><b>Evidence:</b> Provider: Copy of Oregon Registry Certificate at Step 8.5 or above.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Evidence of verified professional development in ORO documenting the required 30 hours of professional development in the core knowledge category of <i>Program Management</i>.</p>
<b>5 Star Indicator:</b>	<p>Provider has achieved an Oregon Registry Step 9 or above <b>and</b> has an Oregon Registry Director Credential.</p> <p><b><u>or</u></b></p> <p>Has completed 60 clock hours of community based training or college course credit (6 quarter credits/4 semester credits) in the core knowledge category of <i>Program Management</i>.</p> <p><b>Evidence:</b> Copy of Oregon Registry Certificate at Step 9 or above.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Copy of certificate showing achievement of Oregon Registry Director’s Credential.</p> <p><b><u>or</u></b></p> <p>Copy of Child Care Division Staff Training Log or evidence of verified professional development in ORO documenting the required 60 hours of professional development in the core knowledge category of <i>Program Management</i>.</p>

<b>Standard PQ2 (This standard refers to head teacher(s) and teacher(s) and is not applicable to Family Child Care Programs.)</b>
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**Standard PQ3 The program’s assistant II(s) are presently qualified to serve in their positions through education, training, and experience.**

<p><b>3 Star Indicator:</b></p>	<p>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.</p> <p><b>Evidence:</b> Copy of Oregon Registry Certificate at Step 3 or above for at least 50% of the assistant IIs.</p> <p><b>and</b></p> <p>Listing of the enrollment date and step on the Oregon Registry for all remaining assistant IIs.</p>
<p><b>4 Star Indicator:</b></p>	<p>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.</p> <p><b>Evidence:</b> Copy of Oregon Registry Certificate at Step 5 or above for at least 50% of the assistant IIs.</p> <p><b>and</b></p> <p>Listing of the enrollment date and step on the Oregon Registry for any assistant IIs not listed in Star Three.</p>
<p><b>5 Star Indicator:</b></p>	<p>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.</p> <p><b>Evidence:</b> Copy of Oregon Registry Certificate at Step 7 or above for at least 50% of the assistant IIs.</p> <p><b>and</b></p> <p>Listing of the enrollment date and step on the Oregon Registry for any assistant IIs not listed in Star Four.</p>

**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.**

<p><b>3 Star Indicator:</b></p>	<p>Providers and assistant IIs receive 18 or more clock hours of training and/or equivalent college course credits annually.</p> <p><b>Evidence:</b> Copy of current OCCD professional development plan for the provider.</p> <p><b>and</b></p> <p>Evidence of verified professional development in ORO showing at least 18 clock hours of training or equivalent college course credits.</p>
<p><b>4 Star Indicator:</b></p>	<p>Providers and assistant IIs receive 20 or more clock hours of training and/or equivalent college course credits annually.</p> <p><b>Evidence:</b> Evidence of verified professional development in ORO showing at least 20 clock hours of training or equivalent college course credits.</p>



<b>5 Star Indicator:</b>		<p>Providers and assistant IIs receive 24 or more clock hours of training and/or equivalent college course credits annually.</p> <p><b>Evidence:</b> Evidence of verified professional development in ORO showing at least 24 clock hours of training or equivalent college course credits.</p>
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<b>Standard PQ5 Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.</b>
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<b>3 Star Indicator:</b>		<p>Program personnel receive training in ethics and professional responsibility.</p> <p><b>Evidence:</b> A signed certificate, syllabus, or transcript showing participation in ethics training.</p> <p style="text-align: center;"><u>or</u></p> <p>Professional Enhancement for Code of Ethical Conduct statement is checked on Oregon Registry Professional Development Statement.</p>
<b>4 Star Indicator:</b>		<p>Program personnel follow a clearly defined plan to maintain child and family confidentiality.</p> <p><b>Evidence:</b> Program policy for personnel regarding issues of confidentiality.</p> <p style="text-align: center;"><u>and</u></p> <p>Written example showing how the policy is implemented.</p>
<b>5 Star Indicator:</b>		None

## ***Domain: Family Partnerships***

<b>Standard FP1 The program uses family input and feedback to guide program planning and policy decisions.</b>	
<b>3 Star Indicator:</b>	<p>The program surveys families once a year in their preferred language and uses their input in making program and policy decisions.</p> <p><b>Evidence:</b> Family Survey Score sheet on which responses from 50% or more of the families have been summarized.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Written example of how the program responded to family input from the survey.</p>
<b>4 Star Indicator:</b>	<p>The program collects information on an ongoing basis to make program and policy decisions, using email, suggestion box, notebooks, etc.</p> <p><b>Evidence:</b> Average score of 3 or higher on question #1 on the Family Survey.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Written example of how the program responded to family input from information collected.</p>
<b>5 Star Indicator:</b>	<p>Families attend family meetings and/or serve on advisory groups to provide input on program and policy decisions.</p> <p><b>Evidence:</b> Program policy, procedure, or guidelines for including families in program advisory groups or meetings.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Written example of how the program responded to family input from meetings or advisory groups.</p>

<b>Standard FP2 The program meets the individual needs of children through mutually respectful, two-way communication with families.</b>	
<b>3 Star Indicator:</b>	<p>The program collects information from families upon enrollment and provides a method for communicating changes. The information includes: work schedules, primary caregivers, other caregivers, parent or child health issues, and family members living in the home.</p> <p><b>Evidence:</b> Average score of 3 or higher on question #2 on the Family Survey.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Written description of how changes in family information are updated.</p>
<b>4 Star Indicator:</b>	<p>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.</p> <p><b>Evidence:</b> Average score of 3 or higher on question #3 on the Family Survey.</p> <p style="text-align: center;"><b><u>and</u></b></p> <p>Program policy on how families contribute to child’s learning and development goals and share child interests at least once a year.</p>

<b>5 Star Indicator:</b>		<p>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.</p> <p><b>Evidence:</b> Average score of 3 or higher on question #4 on the Family Survey.</p> <p><u>and</u></p> <p>Program policy, procedure, or guidelines for connecting families to resources they may need to understand information.</p>
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<p><b>Standard FP3 Families are encouraged to be regular and frequent participants in the program.</b></p>
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<b>3 Star Indicator:</b>		<p>The program encourages all families to visit and observe at any time.</p> <p><b>Evidence:</b> Average score of 3 or higher on question #5 on the Family Survey.</p>
<b>4 Star Indicator:</b>		<p>The program learns about all families’ cultural backgrounds, traditions, beliefs, home language, and interests, and requests ideas and/or suggestions from families for activities.</p> <p><b>Evidence:</b> Average score of 3 or higher on question #6 on the Family Survey.</p>
<b>5 Star Indicator:</b>		<p>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.</p> <p><b>Evidence:</b> Average score of 3 or higher on question #7 on the Family Survey.</p> <p><u>and</u></p> <p>Written example of an activity suggested or led by a family.</p>

<p><b>Standard FP4 The program provides support and information to assist families in meeting their child’s needs and goals.</b></p>
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<b>3 Star Indicator:</b>		<p>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.</p> <p><b>Evidence:</b> Minimum score of 3 or higher on question #8 on the Family Survey.</p>
<b>4 Star Indicator:</b>		<p>The program helps families to locate and use specific community resources as needed.</p> <p><b>Evidence:</b> Written example of providing assistance to families in accessing resources.</p>
<b>5 Star Indicator:</b>		<p>The program provides current information for families about educational opportunities available in the community.</p> <p><b>Evidence:</b> Average score of 3 or higher on question #9 on the Family Survey.</p> <p><u>and</u></p> <p>Copy of a newsletter, bulletin, poster, flyer, fact sheet, website, or other communication that informs families about educational opportunities.</p>

## **Domain: Administration and Business Practices**

<b>Standard AB1 The program follows sound business practices, policies, and procedures that support financial sustainability.</b>		
<b>3 Star Indicator:</b>		The program maintains business records that include income, expenses, and tax records. <b>Evidence:</b> Written description of three types of business records maintained.
<b>4 Star Indicator:</b>		The program’s business practices include planning activities such as business projections, a business plan, a budget, etc. <b>Evidence:</b> Written description of planning activities performed.  <b><u>and</u></b> Copy of a business record used for planning.
<b>5 Star Indicator:</b>		None

<b>Standard AB2 In programs where there are multiple employees, the program assures a professional working climate.</b>		
<b>3 Star Indicator:</b>		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, and job descriptions. <b>Evidence:</b> Program policies demonstrating all the criteria above.
<b>4 Star Indicator:</b>		Space away from children is provided for planning, administrative activities, relaxation, and personal care. <b>Evidence:</b> Photograph of space provided to employees.
<b>5 Star Indicator:</b>		None

<b>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; professional performance; and adherence to ethical standards.</b>		
<b>3 Star Indicator:</b>		Employees are evaluated using a personnel performance rating tool and Family Survey. <b>Evidence:</b> Copy of employee handbook or program policy for evaluating personnel performance.  <b><u>and</u></b> Copy of personnel performance rating tool that addresses the criteria in the standard.

<b>4 Star Indicator:</b>	<p>Employees are evaluated using a self-assessment.</p> <p><b>Evidence:</b> Copy of employee handbook or program policy for evaluating personnel performance.</p> <p><b><u>and</u></b></p> <p>Copy of self-assessment rating tool if different from personnel performance rating tool that addresses the criteria in the standard.</p>
<b>5 Star Indicator:</b>	<p>Employees are evaluated using observations of adult-child interactions.</p> <p><b>Evidence:</b> Copy of employee handbook or program policy for evaluating personnel performance.</p> <p><b><u>and</u></b></p> <p>Copy of observation tool that addresses the criteria in the standard.</p>

**Standard AB4 In programs where there are multiple employees, the program promotes positive working relationships and professionalism.**

<b>3 Star Indicator:</b>	<p>Staff meetings are scheduled regularly and include team-building activities.</p> <p><b>Evidence:</b> Written description of frequency of staff meetings.</p> <p><b><u>and</u></b></p> <p>Written example of a team-building activity.</p>
<b>4 Star Indicator:</b>	<p>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.</p> <p><b>Evidence:</b> Written description of types of support provided and frequency of their occurrence.</p>
<b>5 Star Indicator:</b>	<p>Participation by program personnel in professional organizations.</p> <p><b>Evidence:</b> List of memberships in professional organizations/advocacy groups.</p>

<p><b>Standard AB5</b> 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.</p> <p>Evaluation sources include:</p> <ul style="list-style-type: none"> <li>• family input/Family Survey</li> <li>• program personnel feedback/input (self-evaluation)</li> <li>• rating scales or evaluation instruments (for example, ECERS-R/FCCERS-R, Preschool Program Quality Assessment)</li> <li>• child outcome data from assessments</li> <li>• outside evaluators</li> </ul>	
<p><b>3 Star Indicator:</b></p>	<p>Sources for the program evaluation include information from three of the five sources listed.</p> <p><b>Evidence:</b> Written description of your process for evaluation using three of the five sources.</p> <p><b>and</b></p> <p>Written example of a modification made to your program in response to an evaluation.</p>
<p><b>4 Star Indicator:</b></p>	<p>Sources for the program evaluation include information from four of the five sources listed.</p> <p><b>Evidence:</b> Written description of your process for evaluation using four of the five sources.</p>
<p><b>5 Star Indicator:</b></p>	<p>Sources for the program evaluation include information from five of the five sources listed.</p> <p><b>Evidence:</b> Written description of your process for evaluation using five of the five sources.</p>

<p><b>Standard AB6</b> In programs where there are multiple employees, benefits such as the following are offered to encourage retention:</p> <ul style="list-style-type: none"> <li>• health insurance (medical, dental, vision, or supplemental)</li> <li>• retirement option</li> <li>• free or discounted child care</li> <li>• paid time off (vacation, sick, personal)</li> <li>• financial supports for training and/or education</li> <li>• paid membership to a professional organization (NAEYC/OAIEYC/NAFCC)</li> </ul>	
<p><b>3 Star Indicator:</b></p>	<p>Program offers one of the benefits listed above.</p> <p><b>Evidence:</b> Quality Indicator Form completed during licensing renewal showing one benefit offered.</p>
<p><b>4 Star Indicator:</b></p>	<p>Program offers two of the benefits listed above.</p> <p><b>Evidence:</b> Quality Indicator Form completed during licensing renewal showing two benefits offered.</p>
<p><b>5 Star Indicator:</b></p>	<p>Program offers three of the benefits listed above.</p> <p><b>Evidence:</b> Quality Indicator Form completed during licensing renewal showing three benefits offered.</p>