

Oregon's Quality Rating and Improvement System



Program Name: _____

License Number: _____



Portfolio
for **Family Child Care** Programs

EXAMPLE



Oregon's Quality Rating & Improvement System

Family Child Care Program Portfolio Cover Sheet

This page must be included when submitting the portfolio

License Number: _____

Program/Provider's Name: _____

Seeking Star rating: ☐ 3-Star ☐ 4-Star ☐ 5-Star

Are there children with disabilities in the program? ☐ Yes ☐ No

Are there children on IFSP/IEPs? ☐ Yes ☐ No If yes, how many? _____

Notes: _____

Age range of children currently served in the program: _____

Number of classrooms in the program: _____ Number of staff who work with children: _____

*Please list classrooms below and ages currently served in each classroom if there are multiple classrooms:

Name of Classroom	Ages Served	Name of Classroom	Ages Served

Before submitting the portfolio, make sure you have:

- Included this cover sheet with the portfolio
- Checked and included all evidence required for the star rating you are seeking
- Made a copy of everything you are submitting for your records
- Clearly marked all evidence with the standard number and star level
- Marked or highlighted the relevant sections of handbooks or policy manuals, if submitting a copy of a policy or procedure

**For questions about the portfolio or
Spark/QRIS in general, contact the
Helpline:**

877-768-8290 / qrishelp@wou.edu

Or visit:
oregonspark.org

Mail or deliver portfolio to:

Spark/Oregon's QRIS
The Research Institute
Western Oregon University
345 N. Monmouth Ave
Monmouth, OR 97361

EXAMPLE

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Oregon's Quality Rating & Improvement System

Family Child Care Program

Overview of Star Levels

There are five levels in Spark. The first level is licensing and the second level is Commitment to Quality (C2Q). Licensed programs apply for a C2Q designation by submitting an application and meeting C2Q requirements. After achieving a C2Q designation, programs may choose to pursue a 3-, 4-, or 5-star rating. This rating is achieved by the completion and successful scoring of a portfolio that documents a program's implementation of quality standards in five domains. Spark uses a building block approach:

3-Star Level: Programs provide evidence meeting the required number of quality indicators at level 3.

4-Star Level: Programs provide evidence meeting the required number of quality indicators of level 3 as well as additional criteria in level 4.

5-Star Level: Programs provide evidence meeting the required number of quality indicators at levels 3, 4, and 5.

2020 Spark Portfolio Update

The Spark standards have not changed in the 2020 portfolio update. There have been some language updates, clarifications and options added for showing evidence of meeting certain standards. The standards that have had options added are: LD2, PQ1-5 and AB 1-6.

Completing the Portfolio

Domain: Spark, Oregon's QRIS consists of five domains: Children's Learning and Development, Health and Safety, Personnel Qualifications, Family Partnerships, and Administration and Business Practices.

Standard: Each of the five domains consists of standards indicating the criteria established for a quality program within each domain.

Indicator: Each standard is broken down into indicators (the program's actions, qualities, or qualifications that meet the standard) for star levels 3, 4 and 5. Indicators must be met in order to demonstrate the program has met the standard at each star level.

Evidence: The program must provide evidence that it meets the required number of indicators for the star level being pursued.

An Overview of the Domains and Scoring

Domain	Number of Standards	Number needed to pass at any star level
Children's Learning and Development (LD)	12	10
Health and Safety (HS)	6	5
Personnel Qualifications (PQ)	5	5
Family Partnerships (FP)	4	3
Administration and Business Practices (AB)	6	5

For the portfolio to be considered complete and to be reviewed, evidence must be provided for all of the standards in each domain. It is not necessary to pass 100% of the standards to pass a domain (except PQ), but if any evidence is missing, the portfolio will be considered incomplete and it will be returned.

It is not necessary to pass all the standards in a given domain (except PQ); however, for the program to achieve a star level, all five of the domains must be passed.

Providing Evidence in the Portfolio

1. When completing the portfolio, mark the check boxes to indicate you have met the indicator and included the evidence.
2. Paper copies of evidence (schedules, policies, lesson plans, certificates, assessments, observation forms, etc.) should be 3-hole punched and placed after the evidence page immediately following the standard. Make sure the evidence is secure and won't fall out or get out of order.
3. Clearly label each piece of evidence with the standard number and the star level to which it is tied (e.g., LD4, 4-star). Be sure that descriptions and labels are on the same side of the page as photographs and clearly indicate which criteria is being displayed in the picture.
4. All required evidence at the star level being sought must be provided. You may not skip any indicators or evidence. Remember, if seeking a higher star level, all the evidence for the lower star levels must also be provided in the portfolio.
5. The review team is only able to consider evidence included in the portfolio. For example, the review team cannot visit websites that have been referenced in the portfolio, but can only look at printed pages from the website that are included in the portfolio, correctly labeled, and included within the appropriate standard. It is the responsibility of the program to provide complete and concise evidence for review.

Important: Evidence must be provided for all the indicators in each standard for every domain. If any evidence is missing, the portfolio will be considered incomplete, and it will not be reviewed until the missing items have been included.

Providing Written Descriptions and Policies

What is a written description?

Written descriptions should not simply repeat the content listed in the portfolio. However, it may be appropriate and helpful to use the bullet points as an outline to guide written descriptions. The written description should demonstrate the criteria by using specific information about the program and practices. This is an example of a good written description based on the criteria bullet points, that both meets the criteria and explains how it applies in a particular program:

“Our program's indoor environment is arranged to support children's learning and development. As you can see from our photos, our space is arranged into interest areas. For example, we have a dress-up box in our drama corner where children can play pretend, a corner with books and comfortable cushions for quiet reading time, and an area with toys for cooperative play, among other interest centers. There is enough space in this area that children can easily find room to be by themselves (I find that children seeking alone time usually gravitate to the reading corner, though there are usually several options at any given time for a child who wants space to be alone). Our space is accessible to all the children in the program and, though we do not have any children with disabilities that require special equipment at this time, we have enough room to accommodate a wheelchair or other equipment and still allow everyone to move around comfortably.”

What is a policy?

A policy is a document that is used in program operations and readily accessible to families and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the program handbook to help reinforce that the policy is official. If you are missing a required policy, you may write a new policy, include it in the handbook, and then include the new policy in the portfolio. Spark is all about continuous quality improvement!

When including pages from handbooks or longer documents, clearly tab and label sections and highlight the sections pertinent to the standard.

Reviewers find it helpful to see the program's complete handbook. Please include it with the portfolio.

For more information about the portfolio and tips on providing evidence, visit our website at www.wou.edu/qris.

Programs with Multiple Locations

Spark has a streamlined portfolio option available to programs with multiple physical locations. If a program has multiple locations, each with a separate license, they may qualify for the multi-site process which would enable sites to complete an abbreviated version of the portfolio. Contact the Helpline for more information.

Programs with Multiple Classrooms

If a program has multiple classrooms at one licensed location, certain indicators will require items of evidence be submitted for each classroom. In other words, the program will be asked to submit evidence of having met the indicator from each of the classrooms serving children at that location/site. The portfolio will state when you need to submit multiple pieces of evidence.

Clearly label each description or photo with the name of the classroom it represents. You may feel it necessary to describe differences in classrooms. For example, one program may have four preschool classrooms at their program location, while another program has one preschool class and one after-school care classroom at their facility. In the second example, there may need to be some description included so reviewers understand the circumstances.

Please note that under the Personnel Qualifications domain, the indicators reference all personnel at the program location, regardless of which classroom(s) they serve.

For questions, contact:

Spark/QRIS Helpline
877-768-8290
qrishelp@wou.edu

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EXAMPLE

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.

Tips Specific to Children's Learning and Development (LD) Domain

Family Survey

The QRIS Family Survey serves as evidence for standard LD1 in the Children's Learning and Development domain and all standards in the Family Partnerships domain. To facilitate the review process, place the completed Family Survey score sheet after the LD1 evidence page.

The 50% return rate applies to families regularly enrolled in the program, not families who do drop-in care, participate in summer camps, etc. You are still encouraged to survey all families, but their responses do not need to be counted in the return rate.

Photo Captions

At a minimum, photos must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").

Multiple Classrooms

Programs with multiple classrooms/age groups should include clearly labeled evidence for each classroom and/or age group. Though a separate piece of evidence (e.g., a written description and photo) is not required for space or equipment that is shared by all classrooms/age groups, the portfolio should explain how that shared space or equipment is used by each classroom/age group in an age-appropriate way.

Programs with multiple classrooms may find it helpful to have the teachers in each classroom create the portfolio evidence for classroom-specific standards (i.e., LD3 through LD6), as they clearly understand how their individual classrooms may meet the portfolio criteria.

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EXAMPLE

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD1 Tips

- Philosophy must include both children and families to pass and must be available to staff, families, and visitors.
- Written examples should address specific and concrete examples rather than general practices.
- Written description needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.
- The Family Survey is located in the Appendix.

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: (Choose A or B)

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

or

☐ B. Answer the following two questions about the curriculum.

1. The curriculum used by the program is: (choose one)

- ☐ A published curriculum Name: _____
- ☐ Developed by using aspects of different curriculums
- ☐ Created by the program
- ☐ Other Describe: _____

2. The curriculum supports the learning and development of children in these age groups:

	Group not served	Fully	Partially	Somewhat
Infant-Toddler 6 weeks – 30 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool 30 months – Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-Age 1 st grade – 12 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ None

★
★
★
★

★ None

★
★
★
★
★

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD2 Tips

- Evidence A: The Curriculum Description Worksheet, located in the Appendix, can be filled out separately for each age group/classroom, if applicable.
- The worksheet includes a list of pre-approved curriculums that have documented impact on overall classroom quality, teacher-child interactions, and instruction. If the program is using one of these pre-approved curriculums, simply state that on the worksheet. You will not need to complete the remainder of the worksheet.
- Evidence B: Both question 1 & 2 must be answered for Evidence B to be complete.

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD3 Tips

- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- Written description and photographs need to work together to demonstrate the criteria.
- Programs with multiple classrooms/age groups need to include clearly labeled evidence for each classroom/age group. You must explain how any shared space or equipment is used by each classroom/age group in an age-appropriate way.
- At a minimum, photos must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD4 Tips

- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- Written description and photographs need to work together to demonstrate the criteria.
- Programs with multiple classrooms/age groups need to include clearly labeled evidence for each classroom/age group. You should explain how any shared space or equipment is used by each classroom/age group in an age-appropriate way.
- At a minimum, photos must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD5 Tips

- Evidence needs to demonstrate how any shared space or equipment is used by each classroom/age group in an age-appropriate way.
- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- Written description and photographs need to work together to demonstrate the criteria.
- At a minimum, photos must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD6 Tips

- Evidence needs to demonstrate how any shared space or equipment is used by each classroom/age group in an age-appropriate way.
- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- Written description and photographs need to work together to demonstrate the criteria.
- At a minimum, photos must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD7 Tips

- The written description should explain any criteria that aren't adequately explained on the schedule or lesson plan.
- Evidence will be reviewed with age groups and classrooms in mind. Programs with multiple classrooms and/or age groups may need to submit multiple lessons plans or schedules.

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD8 Tips

- Whole-group activities (like circle time) should be age-appropriate.
- If a schedule or lesson plan does not adequately indicate the above criteria, program must submit a written description or indicate on their schedule or lesson plan when these daily routines occur.
- Evidence will be reviewed with age groups and classrooms in mind. Programs with multiple classrooms and/or multiple age groups may need to submit multiple lesson plans or schedules.

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
- on an annual basis
- includes information to refer children for specialized assessment when indicated.

Evidence:

- ☐ Not applicable. The program only serves school-age children.
- ☐ 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.

★ 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 the assessment used is not listed above, a written description of how the assessment aligns with Oregon's Early Learning and Kindergarten Guidelines and/or Head Start Early Learning Outcomes, which are available in the 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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD9 Tips

- More information about the ASQ is available in the Appendix.
- Please note that the ASQ and the ASQ-SE are two different screenings. Although the ASQ-SE is a valuable resource, it will not be accepted as evidence for this standard.
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- 4-Star: If different assessment tools are used in different classrooms or for different age groups, provide the evidence for each tool.
- 4-Star: Daily schedule or weekly plan should be from the same classroom as the assessment information.
- Early Childhood Foundations: A Companion Document to the Born to Learn (birth–3) and Head Start Child Development and Early Learning Framework (3–5) are available in the Appendix.

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 the program's ratios that demonstrate how the program's staffing and enrollment practices exceed licensing standards.

None

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD10 Tips

- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.

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 The Research Institute as part of the portfolio review after the portfolio has met a sufficient number of standards at the 5-star level. The Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information about these observations, please contact the Helpline.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD11 Tips

- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.

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 The Research Institute as part of the portfolio review after the portfolio has met a sufficient number of standards at the 5-star level. The Research Institute will contact you to discuss and arrange the observation at a mutually agreeable time. If you would like more information about these observations, please contact the Helpline.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard LD12 Tips

- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.

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.

Tips Specific to Health and Safety (HS) Domain

Health and Safety

The Health and Safety Domain goes beyond licensing standards and focuses on providing instruction on health and safety practices to children in positive and meaningful ways.

Photo Captions

At a minimum, photos must be labeled with standard number and indicator (e.g., "LD6, 3-star"). You may also add additional information for clarity (e.g., "This is the closet where we store the toys we rotate as children's interests change").

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EXAMPLE

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS1 Tips

- Written description needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.

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

★
★
★
★
★

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS2 Tips

- 3-Star: The copy of rules may be presented in any form (e.g., excerpt from handbook, written copy, photograph or posted rules, etc.). Evidence must clearly show or explain where the rules are posted.
- The safety rules must be child-focused, not adult-focused.

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS3 Tips

- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- Mealtime includes breakfast, lunch, snack, and/or dinner, whichever are applicable to the program.
- If the program indicates it uses USDA guidelines or children bring meals from home, “appropriate portion size” is implied
- 4-Star: “Dividing children into small groups” is not applicable in small programs.
- 5-Star: The USDA guidelines can be found at www.ChooseMyPlate.gov.

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

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS4 Tips

- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.

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

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS5 Tips

- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard HS6 Tips

- If a program doesn't use screen time, this must be stated in the form of a policy. A policy for adult media use must also be included.
- In some cases, two different policies (one about child screen time and one about adult media use) must be submitted to meet this standard.
- "Screen time" does not include augmentative communication or other electronic devices that are used by children with disabilities as part of their educational program.
- Be aware that "screens" and "TV" are not always the same thing. Evidence should clearly address both television and non-TV screens (e.g., phones, iPads, computers, etc.).
- 3-Star: "Adults do not use electronic media for personal use during the care day" excludes essential business use (e.g., texting parents).
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.

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.

Tips Specific to Personnel Qualifications (PQ)

QRIS Personnel Qualifications Report

A QRIS Personnel Qualifications Report (PQ Report) was sent to you with the Welcome Kit. The report is generated using information from the Office of Child Care and the Oregon Registry Online. We use the information from this report to evaluate the PQ Domain. The PQ Report includes a list of program staff, their titles according to licensing, their Steps on the Oregon Registry, and the number of training hours they have from the previous calendar year.

Staff List & Licensing Titles

Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List (oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612) and submitting it to the Office of Child Care.

Staff Step Levels & Training Hours

Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org/).

Using myORO

To use myORO: First, create an account. Once your account is created, log in to myORO. To navigate to the Professional Development Statement, click on the top header that says "My Training," then click on "Professional Development Statement." Look at the column on the left and click "Save as PDF." This will pop up a dialogue box that will allow you to either open or save a .pdf file of your Professional Development Statement. Save that file on your computer in a place you'll remember later. Once the file has been saved, open it. All training submitted and verified through ORO will be there, ready to print.

For additional support, please contact your Quality Improvement Specialist.

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EXAMPLE

Standard PQ1

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

- ★ Provider has achieved an Oregon Registry Step 7.5 or is currently at a Step 7.0 and is working on achieving a Step 7.5 or above

Evidence:

- ☐ Current Step level of provider: _____
- ☐ Current copy of the QRIS Personnel Qualifications Report verifying step level.

- ★ Provider has:
 - achieved an Oregon Registry Step 8.5 or is currently at a Step 8.0 and is working on achieving a Step 8.5 or above, **and**
 - received or is working on receiving 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 Step level of provider: _____
- ☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both indicators above.

- ★ Provider has:
 - achieved an Oregon Registry Step 9.0 or above or is currently at a Step 8.5 and is working on achieving a Step 9.0 or above, **and**
 - received or is working on receiving 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 Step level of provider: _____
- ☐ Current copy of the QRIS Personnel Qualifications Report that shows meeting both indicators above.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ1 Tips

- Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List (oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612) and submitting it to the Office of Child Care.
- Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org).
- An updated copy of the program's QRIS Personnel Qualifications Report can be obtained by contacting your local Child Care Resource & Referral agency.

Standard PQ2

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



None



None



None

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ2 Tips

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

EXAMPLE

Standard PQ3

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

☐ Program does not have assistant II(s). Proceed to Standard PQ4.

★ All assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of assistant IIs are at a Step 3 or above.

Evidence: Choose A or B

☐ A. Current copy of the QRIS Personnel Qualifications Report shows at least 50% of assistant IIs at a Step 3 or above.

or

☐ B. Indicate the level of qualification of the assistant IIs in the program:

Fully

☐

Partially

☐

Minimally

☐

★ All assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of assistant IIs are at a Step 5 or above.

Evidence: Choose A or B

☐ A. Current copy of the QRIS Personnel Qualifications Report shows at least 50% of assistant IIs are at a Step 5 or above.

or

☐ B. Indicate the level of qualification of the assistant IIs in the program:

Fully

☐

Partially

☐

Minimally

☐

★ All assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of assistant IIs are at a Step 7 or above.

Evidence: Choose A or B

☐ A. Current copy of the QRIS Personnel Qualifications Report shows at least 50% of assistant IIs are at a Step 7 or above.

or

☐ B. Indicate the level of qualification of the assistant IIs in the program:

Fully

☐

Partially

☐

Minimally

☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ3 Tips

- If the program does not have assistant IIs, check the box and move to the next standard.
- Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List which can be found at oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612 and submitting it to the Office of Child Care.
- Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org).
- An updated copy of the program's QRIS Personnel Qualifications Report can be obtained by contacting your local Child Care Resource & Referral agency.

Standard PQ4

Program personnel continue to advance their knowledge and skills through participation in training and/or college course credit 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 have a professional development plan and have received or are working toward receiving 18 or more clock hours of training and/or equivalent college course credit annually.

Evidence:

- ☐ Copy of Professional Development Plan.
- ☐ Current copy of the QRIS Personnel Qualifications Report meeting criteria above.

- ★ Providers and assistant IIs have received or are working toward receiving 20 or more clock hours of training and/or equivalent college course credits annually.

Evidence:

- ☐ Current copy of the QRIS Personnel Qualifications Report meeting criteria above.

- ★ Providers and assistant IIs have received or are working toward receiving 24 or more clock hours of training and/or equivalent college course credits annually.

Evidence:

- ☐ Current copy of the QRIS Personnel Qualifications Report meeting criteria above.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ4 Tips

- The OCCD Professional Development Plan is available at <https://www.pdx.edu/occd/oregon-registry-educators>
- Corrections to the staff list and staff members' licensing titles must be made by filling out the Facility Staff Update List which can be found at oregonearlylearning.com/form_sets/facility-staff-update-list-cbr-612 and submitting it to the Office of Child Care.
- Staff members can access their own Steps and training hours by creating an account at myORO (my.oregonregistryonline.org).
- An updated copy of the program's QRIS Personnel Qualifications Report can be obtained by contacting your local Child Care Resource & Referral agency.

Standard PQ5

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



Program personnel receive training in ethics and professional responsibility.

Evidence: Choose A, B, C or D

- ☐ **A.** Program policy stating how and when ethics training is given.
- or
- ☐ **B.** A signed certificate, syllabus, or transcript showing participation in ethics training.
- or
- ☐ **C.** Professional Enhancement for Code of Ethical Conduct statement is checked on Oregon Registry Professional Development Statement.
- or
- ☐ **D.** I commit to ensuring that staff receive training in ethics and professional responsibility.



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

Evidence: Choose A or B

- ☐ **A.** Written example showing how the practice to maintain confidentiality is implemented.
- or
- ☐ **B.** I commit to ensuring that staff follow established procedures to maintain child and family confidentiality.



None

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard PQ5 Tips

- 3-Star: For programs with multiple employees, recommended evidence is a program policy stating how and when ethics training is given.
- If Professional Enhancement for Code of Ethical Conduct statement is checked on Oregon Registry Professional Development Statement, it will appear on the PQ Report.
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook.
- Written examples should address specific and concrete examples rather than general practices.

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.

Tips Specific to Family Partnerships (FP)

Family Survey Score Sheet

The QRIS Family Survey score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet at the beginning of the FP evidence. The complete Family Survey can be found in the Appendix.

Summary Scores

For the FP Domain, scores are meant to be a summary of the entire program, not divided out by classroom.

50% Return Rate

The 50% return rate applies to families regularly enrolled in the program, not families who do drop- in care, participate in summer camps, etc. You are still encouraged to survey all families, but their responses do not need to be counted in the return rate.

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EXAMPLE

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard FP1 Tips

- The QRIS Family Survey score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet once at the beginning of the FP evidence.
- The 50% return rate applies to families regularly enrolled in the program, not families who do drop-in care, participate in summer camps, etc. You are still encouraged to survey all families, but their responses do not need to be counted in the return rate.
- Written examples should address specific and concrete examples rather than general practices.
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as evidence, copy the policy directly from the handbook.

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard FP2 Tips

- The QRIS Family Survey score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet once at the beginning of the FP evidence.
- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as evidence, copy the policy directly from the handbook.

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard FP3 Tips

- The QRIS Family Survey score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet once at the beginning of the FP evidence.
- Written examples should address specific and concrete examples rather than general practices.

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.

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard FP4 Tips

- The QRIS Family Survey score sheet, on which responses are summarized, will serve as evidence on any standard where the average score is required. Include this sheet once at the beginning of the FP evidence.
- Written examples should address specific and concrete examples rather than general practices.

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. (This standard is n/a for programs without multiple employees.)

Tips Specific to Administration and Business Practices (AB)

Multiple Employees

"Multiple Employees" means two or more full- or part-time employees. It does not include short-term substitutes, immediate family members, a single employee, or contractors (e.g., a paid music teacher who comes in for an hour each Thursday).

Multiple Employee Standards

AB2, AB3, AB4, and AB6 only apply to programs with multiple employees (see definition above). In programs with a sole provider, only AB1 and AB5 need to be addressed. If you do not have multiple employees, simply check the appropriate box.

Written Descriptions

Written description needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.

Written Policies

A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as evidence, copy the policy directly from the handbook.

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EXAMPLE

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: Choose A or B

☐ **A.** Written description of three types of business records used.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully

Partially

Somewhat

☐☐☐

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

Evidence: Choose A (1&2) or B

☐ **A1.** Written description of planning activities performed.

☐ **A2.** Copy of a business record used for planning.

or

☐ **B.** Indicate the level at which this practice is implemented:

Fully

Partially

Somewhat

☐☐☐

None

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB1 Tips

- Written description needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.

EXAMPLE

Standard AB2

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

- ☐ Program does not have multiple employees. Proceed to Standard AB3.



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: Choose A or B

- ☐ **A.** Program policies demonstrating all the criteria above.

or

- ☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

Somewhat

☐

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

Evidence: Choose A or B

- ☐ **A.** Captioned photograph of space provided to employees.

or

- ☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

Somewhat

☐

None

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB2 Tips

- If the program does not have multiple employees, check the box and skip the standard.
- “Multiple employees” means two or more full- or part-time employees. It does not include short-term substitutes, immediate family members, a single employee, or contractors (e.g., a paid music teacher who comes in for an hour each Thursday).
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook or include the handbook and flag/highlight the policy clearly with the standard and star level.
- At a minimum, photos must be labeled with standard number and indicator (e.g., “LD6, 3-star”). You may also add additional information for clarity (e.g., “This is the closet where we store the toys we rotate as children’s interests change”).

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

☐ Program does not have multiple employees. Proceed to Standard AB4.

★ Employees are evaluated using a personnel performance rating tool.

★ **Evidence: Choose A (1&2) or B**

- ★ ☐ **A1.** Copy of program policy for evaluating personnel performance that indicates how the family survey results are incorporated.
- ☐ **A2.** Copy of personnel performance rating tool that addresses the criteria in the standard.
- or
- ☐ **B.** Indicate the level at which this practice is implemented:

Fully

Partially

Somewhat

☐☐☐

★ Employee evaluations include a self-assessment.

★ **Evidence: Choose A (1&2) or B**

- ★ ☐ **A1.** Copy of program policy for evaluating personnel performance that includes the process for employees to self-assess their job performance.
- ☐ **A2.** 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
- ☐ **B.** Indicate the level at which this practice is implemented:

Fully

Partially

Somewhat

☐☐☐

★ Employees evaluations include observations of adult-child interactions.

★ **Evidence: Choose A (1&2) or B**

- ★ ☐ **A1.** Copy of program policy for evaluating employee performance that outlines how observations are conducted and incorporated into the evaluation.
- ☐ **A2.** Copy of observation tool that addresses the criteria in the standard.
- or
- ☐ **B.** Indicate the level at which this practice is implemented:

Fully

Partially

Somewhat

☐☐☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB3 Tips

- If the program does not have multiple employees, check the box and skip the standard.
- “Multiple employees” means two or more full- or part-time employees. It does not include short-term substitutes, immediate family members, a single employee, or contractors (e.g., a paid music teacher who comes in for an hour each Thursday).
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy as portfolio evidence, copy the policy directly from the handbook or include the handbook and flag/highlight the policy clearly with the standard and star level.
- 5-Star: If you are using the CLASS or Environment Rating Scales, or a similarly well-known published observation tool, and clearly indicate the name of the tool in the policy, you do not need to submit a copy of the tool.

Standard AB4

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

- ☐ Program does not have multiple employees. Proceed to Standard AB5.

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

★ **Evidence: Choose A (1&2) or B**

- ☐ **A1.** Written description of frequency of staff meetings.

- ☐ **A2.** Written example of a team-building activity.

or

- ☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

Somewhat

☐

★ 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: Choose A or B**

- ☐ **A.** Written description of types of support provided and frequency of their occurrence.

or

- ☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

Somewhat

☐

★ Participation by program personnel in professional organizations/advocacy groups.

★ **Evidence: Choose A or B**

- ☐ **A.** List of memberships in professional organizations/advocacy groups.

or

- ☐ **B.** Indicate the level at which this practice is implemented:

Fully

☐

Partially

☐

Somewhat

☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB4 Tips

- If the program does not have multiple employees, check the box and skip the standard.
- “Multiple employees” means two or more full- or part-time employees. It does not include short-term substitutes, immediate family members, a single employee, or contractors (e.g., a paid music teacher who comes in for an hour each Thursday).
- Written description needs to address how the criteria is met in the program, and must demonstrate the criteria by using specific information about practices.
- Written examples should address specific and concrete examples rather than general practices.

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: Choose A (1&2) or B**

★ ☐ **A1.** Written description of the annual process for program evaluation using three of the five sources.

☐ **A2.** Written example of a modification made to the program's policies and procedures, environment, curriculum, or administration and business practices in response to an evaluation.

or

☐ **B.** Indicate the level at which the program is evaluated:

Fully

☐

Partially

☐

Somewhat

☐

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

★ **Evidence: Choose A or B**

★ ☐ **A.** Written description of the annual process for program evaluation using four of the five sources.

or

☐ **B.** Indicate the level at which the program is evaluated:

Fully

☐

Partially

☐

Somewhat

☐

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

★ **Evidence: Choose A or B**

★ ☐ **A.** Written description of the annual process for program evaluation using five of the five sources.

or

☐ **B.** Indicate the level at which the program is evaluated:

Fully

☐

Partially

☐

Somewhat

☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB5 Tips

- Written description needs to address how the criteria is met in the program and must demonstrate the criteria by using specific information about practices.
- Written examples should address specific and concrete examples rather than general practices.

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 does not have multiple employees.

★ Program offers one of the benefits listed above.

Evidence: Choose A or B

☐ A. Program policy indicating one benefit listed above.

or

☐ B. Indicate the level of benefits offered:

Full

☐

Partial

☐

Minimal

☐

★ Program offers two of the benefits listed above.

Evidence: Choose A or B

☐ A. Program policy indicating two benefits listed above.

or

☐ B. Indicate the level of benefits offered:

Full

☐

Partial

☐

Minimal

☐

★ Program offers three of the benefits listed above.

Evidence: Choose A or B

☐ A. Program policy indicating three benefits listed above.

or

☐ B. Indicate the level of benefits offered:

Full

☐

Partial

☐

Minimal

☐

Provide evidence after this page, making sure to clearly label the standard number and star level.

Standard AB6 Tips

- If the program does not have multiple employees, check the box and skip the standard.
- “Multiple employees” means two or more full- or part-time employees. It does not include short-term substitutes, immediate family members, a single employee, or contractors (e.g., a paid music teacher who comes in for an hour each Thursday).
- A policy is a document that is used in program operations and readily accessible to parents and/or staff. It must be obvious to the reviewer that the policy came from another document such as a policy manual, employee handbook, or family handbook. When including a policy in the portfolio evidence, copy the policy directly from the handbook or include the handbook and flag/highlight the policy clearly with the standard and star level.

Appendix

- QRIS Family Survey & Score Sheet
- Curriculum Description Worksheet
- Head Start Early Learning Outcomes
- Oregon's Early Learning and Kindergarten Guidelines
- Developmental Screening