



Standards

Draft 6/9/17

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Domains and Standards Framework (Draft)

June 2017

Domains	3-Star Standards	4-Star Standards	5-Star Standards
Environment	Supportive Environment: Indoor and outdoor environments, furnishings, and materials support learning and development.	Planned Environment: The indoor and outdoor environments are purposefully arranged and organized to support current interests, activities, and developmental needs.	Enhanced Environment: The indoor and/or outdoor environments reflect the lives of the enrolled children, youth, families, and staff; the environment supports children and youth's curiosity, inquiry, and engagement.
Learning and Development	Experiences: Daily routines support learning and development. Routines and schedules are consistent, responsive, and provide opportunities for learning with planned activities and materials.	Supporting Learning Through Interactions: Adults support child and youth engagement in learning opportunities through consistent and appropriate adult-child interactions.	Individualized Curriculum: Planned curriculum supports children and youth's learning and development. Program uses information from multiple sources (assessments, ongoing child observations, child's interests, and family input) to individualize curriculum.
Inclusion of Children, Families, and Cultures	Families Welcomed: The program welcomes all children, youth, and families.	Family Partnerships: Programs partner with families to support the learning and development of children and youth.	Family Engagement: Program provides opportunities for families to be engaged in program planning, develop relationships with other families, and access parenting resources.
Positive Relationships	Positive Interactions: Adults interact with children and youth in a warm, positive, and respectful manner.	Supporting Social and Emotional Development: Adults support the social and emotional development of children and youth through consistent and appropriate adult-child interactions.	Supporting Relationships: Program practices support children, youth, and families in building positive and consistent relationships with staff, other children, and families in the program.
Educator Qualifications	Qualified Educators: Educators are qualified through their combined education, training, and experience to plan, implement, and/or evaluate the program's curriculum.	Qualified Educators: Educators are qualified through their combined education, training, and experience to plan, implement, and/or evaluate the program's curriculum.	Qualified Educators and Support Staff: Educators are qualified through their combined education, training, and experience to plan, implement, and/or evaluate the program's curriculum. Support staff are qualified through their combined education, training, and experience to support interactions and implementation of the program's curriculum.
Children's Safety and Program Stability	Compliance: The program has met compliance thresholds for health and safety for the past 6 months (from date of portfolio submission).	Compliance: The program has met compliance thresholds for health and safety for the past 12 months (from date of portfolio submission).	Compliance: The program has met compliance thresholds for health and safety for the past 24 months (from date of portfolio submission).

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3-Star Spark Standards



3-Star Standards

Domain: Environment

3-Star Standard - Supportive Environment: Indoor and outdoor environments, furnishings, and materials support learning and development.

Description:

- Children and families in the program are represented through photos and/or print (family boards, name labels, etc.).
- Furnishings are appropriate for the ages and development levels for all children and youth and sufficient for routine care, play, and learning activities.
- Materials and learning supplies are clearly organized and easily accessible to promote independent selection, use, and clean up.
- Materials are in sufficient quantity and are rotated based on children's interests and development.
- The environment provides enough space for adults and children, including children with special needs, to move around freely.
- Some space is divided or arranged into interest or play areas.
- A quiet, comfortable area is available for a child to be alone.
- Indoor and outdoor arrangement and equipment provide opportunities for all children and youth's gross motor development.

Specific Considerations:

Infant/Toddler:

- Includes a comfortable place for adults to sit, hold, and feed infants.

Preschool:

- Space is arranged for children to play individually, in small groups, and in large groups.
- Space is available to store and work on long range projects.

School Age:

- A quiet area is available for doing homework.
- Older children have access to a space separate from younger children.
- Youth are able to create their own private spaces.
- Space is available to store and work on long range projects.

Mixed Age:

- Environment addresses the needs of all age groups present.

Out of School Care:

- A quiet area is available for doing homework.
- Youth are permitted to create private spaces.
- Space is available to store and work on long range projects.
- Youth have an opportunity to include things in their environment that create a

3-Star Standards

sense of belonging and sense of ownership over the space.

Family Child Care:

- Typical home furnishings can be adapted or made suitable to the needs of children and youth.
- Multiple rooms or a single room can be used to organize materials and furnishings into interest or play areas and to provide some separation of quiet and active areas.

Possible Evidence:

- Family Survey Scores on selected items
- Captioned photos of spaces used by children and youth
- Captioned photos of materials
- Written description of spaces used by children and youth



3-Star Standards

Domain: Learning and Development

3-Star Standard - Experiences: Daily routines support learning and development. Routines and schedules are consistent, responsive, and provide opportunities for learning with planned activities and materials.

Description:

- Activities and materials reflect the enrolled families' culture and language in the program and community.
- Daily schedule and routines are consistent and responsive to children and youth's ages, developmental levels, and interests.
- Transitions are purposeful and limited.
- Activities and materials support cognitive, social, emotional, language, literacy, fine, and gross motor development.
- Activities and materials support individual exploration as well as small and large group interaction.

Specific Considerations:

Infant/Toddler:

- Infants have ample floor and tummy time.
- Breastfeeding is supported and encouraged.
- The use of confining equipment such as swings, bouncers, saucers, and walkers, is limited, purposeful, and planned with the child's family.
- Infants and toddlers have access to age appropriate books and are read to daily.

Preschool:

- Children have uninterrupted blocks of time for play, investigation, exploration, and interaction (with adults and peers).
- There is a balance of adult-directed and child-initiated activities.
- Children have access to books and are read to daily.

School Age:

- Schedule includes time for homework help, enrichment activities, and recreation.
- Opportunities are provided for self-directed activities and interactions with peers.

Mixed-Age:

- Children of all ages are reflected in the schedules, routines, and experiences provided.

Out of School Care:

- Schedule includes time for homework help, enrichment activities, and recreation.
- Program staff establishes a homework routine.
- Opportunities for self-directed activities and interactions with peers.

Family Child Care: No specific considerations needed.

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Possible Evidence:

- Copy of daily schedule or written description of daily routine
- Captioned photos of activities for each age group
- Captioned photos of materials for each age group
- Copy of a policy regarding breastfeeding support and/or use of confining equipment



3-Star Standards

Domain: Inclusion of Children, Families, and Cultures

3-Star Standard - Families Welcomed: The program welcomes all children, youth, and families.

Description:

- Children, youth and families of all races, ethnic groups, religions, family structures, cultures, sexual orientation, gender identity, and abilities are included and respected.
- Children, youth, and families are greeted during drop off and pick up times in a positive and friendly manner.
- Staff has frequent and ongoing conversations with all families, including sharing positive information about the child's day. Communication is respectful and confidential.
- Additional efforts are made for frequent and ongoing conversations with all families who are not picking up and/or dropping off children and youth (written notes, calls, texts or e-mails).
- Families are encouraged to visit, and there are opportunities for families to participate in the program.
- Families are encouraged to share family photos and/or other items reflecting their interests, skills, and traditions with the program.
- Program encourages understanding and acceptance of differences among children, youth, and families.

Specific Considerations:

Infant/Toddler:

- Families are provided details about their child's day.
- Staff partners with families to ensure culturally responsive routine care, such as feeding, napping, diapering, etc.
- Staff provide information and support to families whose child may be experiencing separation anxiety.

Preschool:

- Families are provided with details about their child's day in a positive manner.

School Age: No specific considerations needed.

Mixed Age: No specific considerations needed.

Out of School Care: No specific considerations needed.

Family Child Care: No specific considerations needed.

Possible Evidence

- Family Survey Scores on selected items
- Copy of Family Handbook
- Written example of ongoing communications with families
- Captioned photos showing individual families and families' culture in the program's environment

3-Star Standards

Domain: Positive Relationships

3-Star Standard - Positive Interactions: Adults interact with children and youth in a warm, positive, and respectful manner.

Description:

- Adults show appropriate affection and respect for children and youth and model positive, culturally sensitive communication.
- Adults smile, laugh and engage in positive communication with children and youth.
- Adults engage frequently with children and youth throughout the day, using their names and interacting at their level.
- Adults are actively and positively engaged with children during mealtime, diapering/toileting, and rest time (if age applicable). Routines are unhurried, individualized as needed, and positive.
- Adults join in children and youth's activities and focus interactions on their interests.
- Adults support and model positive interactions between children and youth.

Specific Considerations:

Infant/Toddler:

- Primary caregivers intentionally use caregiving routines to promote positive interactions and relationships.

Preschool:

- Adults engage in frequent turn-taking conversations with children.

School Age:

- Adults engage in frequent conversations to share information, including talking about the challenges and successes of the school day.
- Adults support choice and independence.

Mixed Age:

- Adults balance and prioritize responding to children's and youth's needs and requests for attention based on ages and abilities.

Out of School Care:

- Adults engage in frequent conversations to share information, including talking about the challenges and successes of the school day.
- Adults provide structured activities for youth to get to know each other.
- Adults involve youth in the development of group agreements, rules, and expectations.

Family Child Care: No specific considerations needed.

Possible Evidence:

- Family Survey Scores on selected items
- Letter of support from families
- Written descriptions of a routine or interaction for each age group
- Written description of how program supports positive relationships

3-Star Standards

Domain: Educator Qualifications

3-Star Standard - Qualified Educators: Educators are qualified through their combined education, training, and experience to plan, implement, and/or evaluate the program's curriculum.

Description:

- Educators who are identified by the program as responsible for planning, implementing, and/or evaluating the program's curriculum are awarded Qualification points based upon educational attainment, experience, professional development planning, ongoing professional development and language support skills.
- Educator qualification points are combined and averaged for a program's overall score.

Specific Considerations: NA

Possible Evidence

- QRIS PQ Report
- Program demonstrates an average educator score of 30 or more on the Educator Qualifications Worksheet through the following:
 - Oregon Registry Step
 - Years of experience working in the field of Early Childhood Care and Education
 - Completion of Set 2 and Set 3 trainings
 - Demonstration of professional development planning
 - Demonstration of language skills to serve children and families who speak languages other than English

3-Star Standards

Domain: Children's Safety and Program Stability

3-Star Standard - Compliance: The program has met compliance thresholds for health and safety for the past 6 months (from date of portfolio submission).

Description:

- Program establishes and maintains basic health and safety standards which are verified by an approved agency on an ongoing basis.

Specific Considerations: NA

Possible Evidence:

- Compliance History Report:
 - Compliance History Reports would be generated from the Office of Child Care and/or other relevant agencies that oversee basic health and safety of programs



4-Star Spark Standards



4-Star Standards

Domain: Environment

4-Star Standard - Planned Environment: The indoor and outdoor environments are purposefully arranged and organized to support current interests, activities, and developmental needs.

Description:

- Program uses information from observations and/or assessments to plan and arrange the environment.
- Interest areas and materials reflect current interests, routines, and activities.
- The environment, activities, and materials reflect the traditions, interests, and cultures of the enrolled families and the community.

Specific Considerations:

Infant/Toddler:

- Outdoor spaces provide appropriate opportunities for emerging gross motor skills such as crawling, walking, climbing, etc.

Preschool:

- Outdoor and indoor spaces support balancing, running, jumping, climbing, and other vigorous movements.

School Age: No specific considerations needed.

Mixed Age:

- Environment addresses the needs of all age groups present

Out of School Care:

- Homework materials and resources are available to youth.
- Physical environment can be modified to meet the needs and support the interests of youth.

Family Child Care:

- The home can be modified to meet the needs and support the interests of all age groups present.

Possible Evidence:

- Captioned photos
- Written description of how observation and/or assessment information support the adjustments in the environment
- Written description about how the environment is planned based on curriculum or program planning



4-Star Standards

Domain: Learning and Development

4-Star Standard - Supporting Learning Through Interactions: Adults support child and youth engagement in learning opportunities through consistent and appropriate adult-child interactions.

Description:

- Adults are actively involved with children and youth in play and routines.
- Adults incorporate opportunities for learning into routines and activities.
- Adults encourage and extend children's and youth's interests and activities.
- Adults use strategies to support and encourage language.

Specific Considerations:

Infant:

- Adults vary their intonation when speaking to infants.
- Adults mirror behaviors.
- Adults imitate or repeat sounds.
- Adults model turn taking during conversations with young children.

Toddler:

- Adults guide children's exploration.
- Adults encourage children's thinking through questioning, problem solving and prediction activities.
- Adults offer hints and provide verbal and physical assistance.
- Adults encourage back-and-forth conversations.
- Adults use repetition and extension when speaking with children.

Preschool:

- Adults encourage children to brainstorm and produce their own ideas.
- Adults ask why and/or how questions.
- Adults ask follow-up questions.
- Adults ask children to explain their thinking.
- Adults use self- and parallel talk.
- Adults expand on children's vocabulary by using new or different words and relate them to familiar words or ideas.

School Age:

- Adults facilitate discussions and activities to promote higher order thinking skills and understanding.
- Adults provide feedback that promotes understanding and engagement in activities.

Mixed Age: No specific considerations needed.

Out of School Care:

- Adults tell youth the objective of the activity and intentionally focus youth attention on learning objectives.
- Adults break difficult tasks into smaller, simpler steps.
- Adults facilitate discussions and activities to promote higher order thinking skills and understanding.

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- Adults provide feedback that promotes understanding and engagement in activities.
- Adults provide opportunities for youth to plan activities.
- Adults provide youth opportunities to reflect on program activities.

Family Child Care: No specific considerations needed.

Possible Evidence:

- Classroom Assessment Scoring System: Infant
- Classroom Assessment Scoring System: Toddler
- Classroom Assessment Scoring System: Pre-K
- School Age Care Environmental Rating Scale
- Other observation tools



4-Star Standards

Domain: Inclusion of Children, Families, and Cultures

4-Star Standard - Family Partnerships: Programs partner with families to support the learning and development of children and youth.

Description:

- Program has initial and on-going discussions with the family to clarify their expectations and preferences regarding their child's care and learning.
- Program provides opportunities for families to support their children's learning and development by participating in some or all of the following activities:
 - Holding meetings at least once a year to review and discuss children's growth, interests, and needs.
 - Partnering with program staff to complete and review developmental screenings (such as the ASQ). Program offers resources and guidance if additional assessments are needed.
 - Communicating on a regular, on-going basis with families regarding children's development, interests, and needs.
 - Collaborating with families and other service providers to support children or youth on IEP/IFSPs.
- Program reflects the home languages of enrolled children through singing, storytelling, books, print, and/or verbal language.
- Families are invited to share traditions and activities from their home culture with the other children in the program.
- Program provides information to families about community events, educational opportunities, and resources for other family needs.

Specific Considerations:

Infant/Toddler:

- Program staff engage families in frequent, specific conversations about their infant's feeding, sleeping, diapering, and/or toileting patterns as well as child's interests and experiences during the day.

Preschool:

- Program staff plan activities and incorporates materials designed to build awareness and acceptance of differences and similarities in the program community.

School Age:

- Program staff collaborate with families and school personnel to support individual needs of children and youth.
- Program staff plan activities and incorporates materials designed to build awareness and acceptance of differences and similarities in the program community.

Mixed Age:

- School-age children have the opportunity to read to younger children and lead activities.



4-Star Standards

Out of School Care:

- Adults collaborate with families and school personnel to support individual needs of children and youth.
- Adults offer opportunities for youth to share their projects or skills with families (such as at family events/nights).
- Program plans activities and incorporates materials designed to build awareness and acceptance of differences and similarities in the program community.

Family Child Care: No specific considerations needed.

Possible Evidence:

- Captioned photos of the environment
- Family handbook (highlight sections on parent involvement)
- Written description of how program has partnered with families addressing the above criteria
- Examples of written communication with families or photographs of posted communications



4-Star Standards

Domain: Positive Relationships

4-Star Standard - Support for Social and Emotional Development: Adults support the social and emotional development of children and youth through consistent and appropriate adult-child interactions.

Description:

- Adults are aware of and responsive to the needs of children and youth.
- Children and youth are provided with opportunities and encouragement to explore their interests and develop responsibility and autonomy as appropriate.
- Adults provide clear expectations, redirection, and prevention techniques to manage behavior.
- Adults provide support for and opportunities to children and youth to resolve conflicts.

Specific Considerations:

Infant:

- Adults communicate their intentions, transitions, or changes.
- Adults and infants are interacting together.
- Infants are soothed or calmed by adults' efforts.
- Adults acknowledge the infants verbally and /or physically.
- Primary caregivers are aware of and responsive to children's individual needs and cues and acknowledge infants verbally and/or physically.

Toddler:

- Adults are not irritable or use a harsh tone of voice with the children.
- Adults notice difficulties or children who are upset.
- Adults positively phrase desired behaviors.
- Adults are responsive to children's interests and choices.

Preschool:

- Adults acknowledge and validate children's emotions.
- Adults anticipate problems and plan appropriately.
- Adults focus on children's ideas and adjust daily plan to follow the children's interests.
- Adults do not require children to sit and listen for long periods.
- Adults encourage children to talk and share ideas.

School Age:

- Adults provide opportunities for youth input to make meaningful choices and for leadership and responsibility.

Mixed Age:

- Adults balance and prioritize responding to children's needs and requests for attention based on age and abilities of children.

Out of School Care:

- Adults provide opportunities for youth input to make meaningful choices and for leadership and responsibility.



4-Star Standards

- Adults involve youth in solving conflicts.
 - Adults explain the rationale and purpose behind rules and expectations.
 - Adults allow youth to take different roles and different levels of involvement in activities.
 - Adults promote cooperation over competition.
 - Adults provide opportunities for all youth to work cooperatively as a team or in a group.
 - Adults provide opportunities for youth to work together toward shared goals.
- Family Child Care: No specific considerations needed.

Possible Evidence:

- Classroom Assessment Scoring System: Infant
- Classroom Assessment Scoring System: Toddler
- Classroom Assessment Scoring System: Pre-K
- School Age Care Environmental Rating Scale
- Other observation tools



4-Star Standards

Domain: Educator Qualifications

4-Star Standard - Qualified Educators: Educators are qualified through their combined education, training, and experience to plan, implement, and/or evaluate the program's curriculum.

Description:

- Educators who are identified by the program as responsible for planning, implementing, and/or evaluating the program's curriculum are awarded Qualification points based upon educational attainment, experience, professional development planning, ongoing professional development and language support skills.
- Educator qualification points are combined and averaged for a program's overall score.

Specific Considerations: NA

Possible Evidence:

- QRIS PQ Report
- Program demonstrates an average educator score of 40 or more on the Educator Qualifications Worksheet through the following:
 - Oregon Registry Step
 - Years of experience working in the field of Early Childhood Care and Education
 - Completion of Set 2 and Set 3 trainings
 - Demonstration of professional development planning
 - Demonstration of language skills to serve children and families who speak languages other than English



4-Star Standards

Domain: Children's Safety and Program Stability

4-Star Standard - Compliance: The program has met compliance thresholds for health and safety for the past 12 months (from date of portfolio submission).

Description:

- Program establishes and maintains basic health and safety standards that are verified by an approved agency on an ongoing basis.

Specific Considerations: NA

Possible Evidence:

- Compliance History Report:
 - Compliance History Reports would be generated from the Office of Child Care and/or other relevant agencies that oversee basic health and safety of programs.



5-Star Spark Standards



5-Star Standards

Domain: Environment

5-Star Standard - Enhanced Environment: The indoor and/or outdoor environments reflect the lives of the enrolled children, youth, families and staff; the environment supports children and youth's curiosity, inquiry, and engagement.

Description:

- The indoor environment incorporates materials from the natural world.
- Program uses open ended and flexible materials.
- Program creates and displays visual documentation of program activities.
- Program displays visual representations of the lives and interests of children, youth, families, and staff.
- Environment reflects cultures beyond the program community.
- Indoor and/or outdoor environments include opportunities to engage the senses (water and sand play, gardening, music, cooking).
- Literacy development is supported by the presence of meaningful printed materials (books, maps, signs, familiar local images, recipes, menus, etc.) and the availability of tools to experiment with pre-writing and writing.

Specific Considerations:

Infant/Toddler:

- Adults support children's ownership of the environment by offering opportunities to be involved in the planning and care of the indoor and outdoor environment (to the degree that it is age and developmentally appropriate).
- Adults provide opportunities to move activities and learning materials outside (weather permitting).

Preschool:

- Adults support children's ownership of the environment by offering opportunities to be involved in the planning and care of the indoor and outdoor environment.
- Adults provide opportunities to move activities and learning materials outside (weather permitting).

School Age:

- Adults support youth's ownership of the environment by offering opportunities to be involved in the planning and care of the indoor and outdoor environment.
- Adults provide opportunities to move activities and learning materials outside (weather permitting).

Mixed Age: No specific considerations needed.

Out of School Care:

- Adults support youth's ownership of the environment by offering opportunities to be involved in the planning and care of the indoor and outdoor environment



5-Star Standards

- Adults provide opportunities for youth to plan and create shared space for homework, enrichment, clubs etc.

Family Child Care: No specific considerations needed.

Possible Evidence:

- Captioned photos
- Written descriptions



5-Star Standards

Domain: Learning and Development

5-Star Standard - Individualized Curriculum: Planned curriculum supports children and youth's learning and development. Program uses information from multiple sources (assessments, ongoing child observations, child's interests, and family input) to individualize curriculum.

Description:

- Program uses a curriculum that is based on child development theory and research and addresses all age groups and areas of development.
- Formal and/or informal observation and assessment of children is conducted on an ongoing basis.
- Observation, assessment, or any other relevant tools used are developmentally appropriate and used in a culturally sensitive manner.
- Goals are developed and monitored for each child to guide planning.
- IFSPs, IEPs, 504 plans, etc. are used as a resource to meet individual needs of children and youth as needed.

Specific Considerations:

Infant/Toddler: No specific considerations needed.

Preschool: No specific considerations needed.

School Age: No specific considerations needed.

Mixed Age: No specific considerations needed.

Out of School Care:

- Program staff partner with school personnel as needed to share accommodation strategies to best meet individual needs of youth.
- Youth have opportunities to plan, lead, and reflect upon activities.

Family Child Care: No specific considerations needed.

Possible Evidence:

- Written description of a curriculum used or completed curriculum worksheet
- Written description of assessment/observation process
- Written description of how the assessment is used to individualize for children and tied to planning



5-Star Standards

Domain: Inclusion of Children, Families, and Cultures

5-Star Standard - Family Engagement: Program provides opportunities for families to be engaged in program planning, develop relationships with other families, and access parenting resources.

Description:

- Program hosts meetings and/ or events for the purpose of providing input on program plans and/or developing relationships with other families.
- Program addresses the parenting needs of families by providing parenting education opportunities and/or resources.
- Information, resources, and invitations are offered to families in their preferred language when possible and demonstrate an awareness of the family's culture.

Specific Considerations: No specific considerations needed.

Possible Evidence:

- Copy of completed Family Survey
- Examples of parenting education opportunities/resources
- Copy of invitation to or agenda from advisory group, parent meetings, and/or events
- Written description of specific parent input on a program decision



5-Star Standards

Domain: Positive Relationships

5-Star Standard - Supporting Relationships: Program practices support children, youth, and families in building positive and consistent relationships with staff, other children, and families in the program.

Description:

- Program establishes relationships with children, youth, and families upon enrollment by offering opportunities for home and or program visits.
- Each child has consistent contact with one adult for the majority of their day.
- Program intentionally plans short and long term staffing patterns to minimize disruptions of relationships.
- Program prepares children, youth, and families for changes that impact relationships between program staff, children, and families.
- Program activities and environment support individual relationships and community building.

Specific Considerations:

Infant/Toddler:

- Caregiving routines (such as diapering and/or toileting, feeding and sleeping) are consistently carried out by primary caregivers.
- If applicable by program setting, consistent and long term relationships between children and/ or between child and program staff are supported by:
 - Transitioning children to new environments or caregivers in groups rather than individually.
 - Maintaining a consistent caregiver for two or more program years.
 - If it is necessary to transition a child individually, an intentional planning process occurs in which the program staff, family, and child (when appropriate) prepare for a gradual introduction into the new environment to allow time to establish relationships with the adults and peer group.

Preschool:

- Caregiving routines (such as mealtime and personal care and/or and resting) are consistently carried out by primary caregivers.
- If applicable by program setting, consistent and long term relationships between children and/or between child and program staff are supported by:
 - Transitioning children to new environments or caregivers in groups rather than individually (as opposed to moving children to another classroom when they become mobile, toilet trained, etc.).
 - Maintaining a consistent caregiver for two or more program years.
 - If it is necessary to transition a child individually, an intentional planning process will occur in which the program staff, family, and child (when appropriate) prepare for a gradual introduction into the new environment to allow time to establish relationships with the adults and peer group.

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School Age: No specific considerations needed.

Mixed Age: No specific considerations needed.

Out of School Care: No specific considerations needed.

Family Child Care: No specific considerations needed.

Possible Evidence:

- Policies and procedures
- Written descriptions
- Family Surveys
- Staff surveys



5-Star Standards

Domain #5: Qualified Educators

5-Star Standard - Qualified Educators and Support Staff: Educators are qualified through their combined education, training, and experience to plan, implement, and/or evaluate the program's curriculum. Support staff are qualified through their combined education, training, and experience to support interactions and implementation of the program's curriculum.

Description:

Educators:

- Educators who are identified by the program as responsible for planning, implementing, and/or evaluating the program's curriculum are awarded Qualification points based upon educational attainment, experience, professional development planning, ongoing professional development, and language support skills.
- Educator qualification points are combined and averaged for a program's overall score.

Support Staff:

- Support Staff who are identified by the program as spending a majority of their day with children implementing the program's curriculum are awarded Qualification points based upon educational attainment, experience, professional development planning, ongoing professional development, and language support skills.
- Support staff qualification points are combined and averaged for a program's overall score.

Specific Considerations: NA

Possible Evidence:

- QRIS PQ Report
- Program demonstrates an average educator score of 50 or more on the Educator Qualifications Worksheet through the following:
 - Oregon Registry Step
 - Years of experience working in the field of Early Childhood Care and Education
 - Completion of Set 2 and Set 3 trainings
 - Demonstration of professional development planning
 - Demonstration of language skills to serve children and families who speak languages other than English



5-Star Standards

Domain #6: Children's Safety and Program Stability

5-Star Standard - Compliance: The program has met compliance thresholds for health and safety for the past 24 months (from date of portfolio submission).

Description:

- Program establishes and maintains basic health and safety standards that are verified by an approved agency on an ongoing basis.

Specific Considerations: NA

Possible Evidence:

- Compliance History Report:
 - Compliance History Reports would be generated from the Office of Child Care and/or other relevant agencies that oversee basic health and safety of programs.

