



IdahoSTARS

Quality Rating and Improvement System

Standards for Child Care Centers

First Steps	Standards	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Current License • Director QRIS Orientation • Director ERS Orientation • QRIS Facility Profile • QRIS Improvement Plan	Environment Measures environment through the Environment Rating Scales 3—15 points	<ul style="list-style-type: none"> Average of the Environment Rating Scale scores 3.0—3.49 All classrooms score 3.0 or above <input type="checkbox"/>	<ul style="list-style-type: none"> Average of the Environment Rating Scale scores 3.50—3.99 All classrooms score 3.0 or above <input type="checkbox"/>	<ul style="list-style-type: none"> Average of the Environment Rating Scale scores 4.0—4.99 All classrooms score 3.5 or above <input type="checkbox"/>	<ul style="list-style-type: none"> Average of the Environment Rating Scale scores 5.0—5.49 All classrooms score 4.5 or above <input type="checkbox"/>	<ul style="list-style-type: none"> Average of the Environment Rating Scale scores 5.5 or above All classrooms score 5.0 or above <input type="checkbox"/>
	Education Documents qualifications of director and current education levels of staff 1—5 points <small>*numbers represent the career pathway level in the IdahoSTARS Professional Development System</small>	<ul style="list-style-type: none"> Director PDS Registry level* 1.1—2.4 OR 4.0—4.1 OR 5.0—5.1 OR educational equivalent Director is enrolled in CDA coursework OR has declared a major in ECE 100% of lead teachers PDS level 1.1—2.4 OR 4.0—4.1 OR 5.0—5.1 OR educational equivalent 25% of lead teachers PDS level 3.0—3.6 OR 4.2 or educational equivalent <input type="checkbox"/>	<ul style="list-style-type: none"> Director PDS Registry level* 3.0—3.6 OR 4.2 OR documents completed CDA coursework Director has additional 15 hours training or 1 college credit in business in the past 5 years Director has at least one year ECE management experience 50% of lead teachers PDS level 3.0—3.6 OR 4.2 <input type="checkbox"/>	<ul style="list-style-type: none"> Director PDS Registry level* 4.3—4.6 OR 5.2 OR 6.0—6.1 Director has additional 30 hours training or 2 college credits in business in the past 5 years Director has at least two years ECE management experience 25% of lead teachers PDS Registry level 4.3—4.6 OR 5.2 OR 6.0—6.1 25% of assistant teachers PDS level 1.1—2.4 OR 4.0—4.1 OR 5.0—5.1 <input type="checkbox"/>	<ul style="list-style-type: none"> Director PDS Registry level* 5.3—5.5 OR 6.2 Director has additional 45 hours training or 3 college credits in business in the past 5 years Director has at least three years ECE management experience 50% of lead teachers PDS Registry level 5.3—5.5 OR 6.2 25% of assistant teachers PDS Registry level 3.0—3.6 OR 4.2—4.6 OR 5.3+ <input type="checkbox"/>	<ul style="list-style-type: none"> Director PDS Registry level* 6.3—8.0 Director has at least five years ECE management experience 25% of lead teachers PDS Registry level 6.3—8.0 50% of assistant teachers PDS Registry level 3.0—3.6 OR 4.2—4.6 OR 5.3+ <input type="checkbox"/>
	Professional Development Documents ongoing training and education of staff 1—5 points	<ul style="list-style-type: none"> Director, 75% of lead teachers, and 50% of assistant teachers have taken 8 hours of IdahoSTARS approved training in the 12 months prior to application <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers, and 50% of assistant teachers have taken 15 hours of IdahoSTARS approved training OR 1 ECE credit in the 12 months prior to application <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers, and 50% of assistant teachers have taken 20 hours of IdahoSTARS approved training OR 1 ECE credit plus 5 hours training in the 12 months prior to application <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers, and 50% of assistant teachers have taken 25 hours of IdahoSTARS approved training OR 1 ECE credit plus 10 hours training in the 12 months prior to application <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers, and 50% of assistant teachers have taken 30 hours of IdahoSTARS approved training OR 2 ECE credits in the 12 months prior to application <input type="checkbox"/>
	Inclusion Documents how a facility supports children's full participation and ways staff intentionally plan for each child and family to be successful 1—5 points	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers have taken 1 hour of IdahoSTARS approved training in Component 9, Special Needs, in the 12 months prior to application Written policy that reflects facility commitment to serving children with disabilities Posted community resource list specific to serving children with disabilities <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers: 2 hours in Component 9 25% of all classrooms submit the Inclusion Self-Reflection to the University of Idaho in the 12 months prior to application Written policy and procedure to serve children with disabilities in the family's primary language Written policy and procedure to document each child's developmental growth, strengths and challenges Enrollment packet includes Child Find brochure & application <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers: 3 hours in Component 9 50% of all classrooms submit Inclusion Self-Reflection Written policy and procedure for referrals to outside support to address needs and/or concerns Provide one formal parent/teacher conference per year to share child's development Methods for documenting children's developmental growth, strengths and challenges are used at least once every three months <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers: 4 hours in Component 9 75% of all classrooms submit Inclusion Self-Reflection Written policy and procedure to document follow-up of any referral outcomes Methods for documenting children's developmental growth, strengths and challenges are used at least once monthly <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers: 5 hours in Component 9 All classrooms submit Inclusion Self-Reflection Provide two formal parent/teacher conferences per year to share child's development Methods for documenting children's developmental growth, strengths and challenges are used at least once weekly 90% of children have their development screened by qualified staff within 90 days of enrollment <input type="checkbox"/>
	Strengthening Families Documents implementation of Strengthening Families through Early Care and Education 1—5 points	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers have taken 3 hours training in Component 10, Protective Factors Document 5 examples of written or posted communication Written policies require staff receive training in Component 10 Documented family orientation procedures Written policy and procedure that includes opportunity for parents to meet alone with staff <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers have taken 5 hours training in Component 10 Document 2 social events, 1 educational meeting, and 1 volunteer activity Written policy and procedure to check in with new families after a few weeks Posted community resource list <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers have taken 7 hours training in Component 10 Document 3 social events, 2 educational meetings, and 2 volunteer activities Intake form that includes family goals Establish Parent Work Group <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers have taken 11 hours training in Component 10 Document 4 social events, 3 educational meetings, and 3 volunteer activities Record of assistance connecting families with services Submit Strengthening Families Self-assessment Summary Submit Strengthening Families Action Plan <input type="checkbox"/>	<ul style="list-style-type: none"> Director, 75% of lead teachers and 50% of assistant teachers have taken 15 hours training in Component 10 Document 5 social events, 4 educational meetings, and 4 volunteer activities Documented system of emergency support <input type="checkbox"/>
	Child-To-Staff Ratio Documents the child-to-staff ratio in each classroom 1—5 points	<ul style="list-style-type: none"> Legally operating <input type="checkbox"/>	<ul style="list-style-type: none"> Ratio of the youngest child applies if group is mixed 25% of classrooms meet QRIS ratios Age: Child-to-Staff: Birth but less than 12 mos 4:1 12 mos but less than 2 yrs 5:1 2 yrs but less than 3 yrs 6:1 3 yrs but less than 5 yrs 10:1 Kindergarten 12:1 6 yrs but less than 13 yrs 15:1	<ul style="list-style-type: none"> Ratio of the youngest child applies if group is mixed 50% of classrooms meet QRIS ratios <input type="checkbox"/>	<ul style="list-style-type: none"> Ratio of the youngest child applies if group is mixed 75% of classrooms meet QRIS ratios <input type="checkbox"/>	<ul style="list-style-type: none"> Ratio of the youngest child applies if group is mixed 100% of classrooms meet QRIS ratios <input type="checkbox"/>
	Group Size Documents the number of children in each group 1—5 points	<ul style="list-style-type: none"> Legally operating <input type="checkbox"/>	<ul style="list-style-type: none"> Group size for the youngest child applies if the group is mixed 25% of classrooms meet QRIS group sizes Age: Group Size: Birth but less than 12 mos 8 12 mos but less than 2 yrs 12 2 yrs but less than 3 yrs 12 3 yrs but less than 6 yrs 20 6 yrs but less than 9 yrs 24 9 yrs but less than 13 yrs 30	<ul style="list-style-type: none"> Group size for the youngest child applies if the group is mixed 50% of classrooms meet QRIS group sizes <input type="checkbox"/>	<ul style="list-style-type: none"> Group size for the youngest child applies if the group is mixed 75% of classrooms meet QRIS group sizes <input type="checkbox"/>	<ul style="list-style-type: none"> Group size for the youngest child applies if the group is mixed 100% of classrooms meet QRIS group sizes <input type="checkbox"/>
	Business Practices Documents business practices 1—5 points	<ul style="list-style-type: none"> Child enrollment form includes information for allergy and chronic medical conditions, plus authorization to pick up children with photo ID Written policy and procedure includes yearly review for all staff in recognizing and responding to signs of child abuse and neglect An operating budget for the current year is available Written policy and procedure for maintaining continuity for children and families, including reasoning, schedule, and proactive actions regarding dismissal <input type="checkbox"/>	<ul style="list-style-type: none"> Individual children's allergy information is posted in classroom Facility has basic business liability insurance Facility tracks meals and snacks served to children Staff uses a satisfaction survey every year to evaluate the program <input type="checkbox"/>	<ul style="list-style-type: none"> Lead or assistant teacher in each classroom is trained pediatric CPR and First Aid by a licensed instructor Facility has comprehensive business liability insurance Written policy and procedure to collect tuition and/or fees in advance of care & to charge for irregular or unscheduled care giving Parents use satisfaction survey every year to evaluate the program <input type="checkbox"/>	<ul style="list-style-type: none"> Emergency information and field trip authorization for each child is readily available and taken with the provider any time the children are taken outside the facility Facility gives parents end-of-the-year statement of all payments received Plan in the operating budget for capital improvements, deferred maintenance, and/or other replacement costs <input type="checkbox"/>	<ul style="list-style-type: none"> Completed self-study using the Program Administration Scale—Measuring Early Childhood Leadership and Management Improvement plan based on self-study <input type="checkbox"/>

