

QRIS

Quality Rating Improvement System

Rationale, Policy, Evidence/Acceptable Documentation

The chart on the following several pages is set up as a checklist that programs can use when applying for a higher Star level, when maintaining a Star level, and when working toward higher Star levels. It includes criteria for 1, 2, 3, 4, and 5 Star levels and evidence or acceptable documentation that can be used to verify meeting each required criteria.

It is possible that there are additional, acceptable forms of evidence or documentation not listed in the chart. When programs wish to meet Star criteria in another manner, they may discuss with their Licensing Specialist or a QRIS staff and come to an agreement as to whether or not it meets Star criteria.

Resources and examples related to Star criteria required for each Star level can be accessed on the University of Oklahoma's CECPD's website (www.cecpd.org) in the Resources tab, QRIS Resources-Child Care Center tab. Licensing Specialists, QRIS staff, and Resource and Referral staff may also be contacted to discuss what is expected to meet and maintain specific Star criteria.

Full QRIS policy can be accessed at <https://oklahoma.gov/okdhs/library/policy/current/oac-340.html>. The Oklahoma Administrative Code (OAC) citations listed in the following chart points you to the location of each specific policy.

QRIS

Rationale, Criteria, Evidence/Acceptable Documentation

340:110-1-8.4. Licensing status and compliance criteria Revised 1-1-2023

Rationale: Meeting and maintaining minimum licensing requirements ensures the basic health and safety of children in care. It is the foundation of the Quality Rating Improvement System.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Licensing status: OAC 340:110-1-8.4(a). The program has a license or permit.</p>	<p>At application and ongoing: CCS staff view the State issued permit or license on the CCS computer system.</p>
2, 3, 4, 5	<p>Compliance: OAC 340:110-1-8.4(b). The program is compliant with licensing requirements.</p>	<p>At application and ongoing: CCS personnel review the OKRegistry and monitoring reports, complaint summaries, and case records for last 24 months on the CCS computer system.</p> <ul style="list-style-type: none"> • Licensing records from previous licenses are considered • Star certification may be denied or level reduced when: <ol style="list-style-type: none"> 1. there are numerous, repeated, or serious non-compliance (NRS) with applicable Licensing requirements 2. a serious incident occurs resulting in injury or imminent risk of harm to a child 3. an Emergency Order or notice of proposed request for license denial or license revocation is issued 4. a serious substantiated complaint occurs 5. the program fails to employ a qualified director for six months or more or 6. star certification level criteria are not met 7. violations are not corrected in the agreed-upon timeframe

340:110-1-8.5. Administrative**Revised 1-1-2023**

Rationale: No matter the size or type of business, programs and personnel can benefit from regular personnel performance evaluations. Evaluations can be used to clearly communicate expectations, document and improve performance, recognize accomplishments, and develop and motivate personnel.

The Oklahoma Core Competencies is a document that includes what all who work with young children need to know, understand, and be able to do to support children’s learning and development. It can be used to assess skills in content areas, plan for professional development, write job descriptions and personnel policies, and evaluate educational offerings.

Written personnel policies clearly communicate the program's policies, procedures, and expectations.

The Oklahoma Professional Development Registry is a statewide database recognizing the professional development of all individuals working in the early care and education field and maintained by the University of Oklahoma’s Center for Early Childhood Professional Development (CECPD). Some benefits of the registry are: professional development is maintained in one location, there is an interactive training calendar and map, individuals have access to their professional development record online at any time, and the registry can be used to plan meaningful professional development and track accomplishments.

Meetings are the glue that holds the program together and serve as a way to communicate information, make and relay decisions, build teams, and identify and resolve problems.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Administrative: OAC 340:110-1-8.5(a)(1).</p> <p>At least annually, the director or supervising personnel evaluates personnel in writing using the Oklahoma Core Competencies and assists personnel in developing the educational professional development plan.</p>	<p><u>Personnel evaluations</u> At application: a template or completed evaluation reflecting the use of Core Competencies. Ongoing: written, completed, and dated annual forms/tools for each personnel counted in staff-child reflecting the use of the Oklahoma Core Competencies.</p> <p><u>Educational professional development plans (EPDP)</u> Ongoing: EPDPs signed by the director/supervising personnel and individual or description of director/supervising personnel’s involvement in each personnel’s EPDP development.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Administrative: OAC 340:110-1-8.5(a)(2) & (3).</p> <p>Personnel policies are provided to personnel upon employment and when revisions are made. Personnel policies are maintained on site.</p>	<p>At application: programs submit written personnel policies.</p> <p>Ongoing: CCS personnel view written onsite personnel policies.</p> <p>Personnel policies include plans for/information on: personnel hiring and termination & job duties and responsibilities for each position & professional development requirements (including professional development hours required for Stars), personnel attendance, the program's mission or vision statement & organizational structure, professional and ethical conduct, children's transitions (into new daily activities & new teaching personnel or classroom & a new child care program, Head Start, or school), and continuity of care plans (including how children remain with specific personnel throughout the majority of the day and are not regularly assigned to another group). Policies include how personnel policies are provided to personnel upon employment and when revisions are made OR documentation of personnel names & dates policies were provided.</p>
2, 3, 4, 5	<p>Administrative: OAC 340:110-1-8.5(a)(4).</p> <p>The program is registered as a direct care organization with the Oklahoma Professional Development Registry (OPDR) by following and maintaining all items listed in the Direct Care Facility Handbook.</p>	<p>At application and ongoing: CCS personnel verify direct care organization compliance on the Oklahoma Professional Development Registry (OPDR).</p> <p>Note: This criteria is monitored for Part-Day programs only; other child care programs must meet this for minimum licensing requirements.</p>
2, 3, 4, 5	<p>Administrative: OAC 340:110-1-8.5(a)(5).</p> <p>Program personnel counted in staff-child ratio and the director are OPDR members having current Professional Development Ladder (PDL) certificates. New personnel counted in staff-child ratio and directors must be verified on OPDR having current PDL certificates within 12 months of employment.</p>	<p>At application and ongoing: CCS personnel verify PDL certificates on the OPDR.</p> <p>Note: This criteria is monitored for Part-Day programs only; other child care programs must meet this criteria for minimum licensing requirements.</p>
2, 3, 4, 5	<p>Administrative: OAC 340:110-1-8.5(a)(6)(A).</p> <p>Personnel meetings are conducted, at least:</p> <ul style="list-style-type: none"> (A) twice annually for two-star programs (B) quarterly for three-star programs (C) every other month for four-star programs (D) monthly for five-star programs. 	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: dated personnel sign-in sheets, agendas or meeting notes.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
3, 4, 5	<p>Administrative: OAC 340:110-1-8.5(b).</p> <p>In addition to administrative criteria in (a) of this Section, programs maintain a written policy regarding children’s assignments to teaching personnel, per Oklahoma Administrative Code (OAC) 340:110-1-8.8.</p>	<p>At application: submitted personnel policies include plans for how children will remain with specific teaching personnel throughout the majority of the day, and are not regularly assigned to another group.</p> <p>Ongoing: CCS personnel view personnel policies on site and verify the above-described criteria.</p>
4, 5	<p>Administrative: OAC 340:110-1-8.5(c).</p> <p>Programs implement personnel benefits and resources for well-being and personnel retention. Four-star programs implement at least two benefits, and five-star programs implement at least four benefits. Benefits are listed in the personnel policy.</p>	<p>At application: programs submit personnel policies that include personnel benefits and resources provided.</p> <p>Ongoing: CCS personnel view personnel policies on site, verifying personnel benefits and resources provided.</p> <p>Benefit examples include: personnel salary scale based on PDL level, position responsibilities, experience, or longevity OR fully or partially-paid health insurance OR ongoing employee wellness activities OR paid sick and vacation days OR coaching and reflection release time OR employer contribution to retirement plan OR designated break and lunch times away from program responsibilities OR personnel break room OR free or discounted child care OR professional development or educational financial aid OR annual Adverse Childhood Experience and resiliency training OR health and wellness education presented at least quarterly at personnel meetings OR paid gym memberships.</p>

340:110-1-8.6. Director and personnel qualification criteria
Revised 1-1-2023

Rationale: The level of quality found in child care largely depends on the knowledge and skills of the adults who work with children. All children are ready to learn from birth and what caregivers do or do not do can help or hinder a child’s success in life. Caregivers need to understand child development and implement developmentally appropriate practices so they can meet children’s cognitive, social, emotional, and physical needs. Classrooms and children benefit when teachers understand and use Early Learning Guidelines, including lower behavior guidance problems and increased school-readiness.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Master teacher qualifications: OAC 340:110-1-8.6(a).</p> <p>Required criteria include:</p> <ul style="list-style-type: none"> (1) a current Oklahoma Professional Development Ladder (OPDL) certificate of Level 4 or higher (2) completed training in Oklahoma’s Early Learning Guidelines (ELG); however new master teachers or probationary master teachers hired or assuming the responsibilities after certification are trained within 90-calendar days (3) employment on-site, full-time; however out-of-school time master teachers are on-site at least 50 percent of weekly-operating hours. 	<p><u>PDL</u>: At application and ongoing: CCS personnel verify PDL certificates on the OPDR.</p> <p><u>ELG</u>: At application or when a new master teacher is hired CCS personnel verify PDL certificates on the OPDR. or certificates or college transcripts.</p> <p><u>Full-time Employment</u>: At application and ongoing: verified by personnel daily attendance records, when needed.</p> <p>Note: A current list of approved ELG training is located at www.cecpcd.org or can be obtained from your Licensing Specialist or a QRIS personnel.</p>
2, 3, 4, 5	<p>Master teacher ratio. OAC 340:110-1-8.6(b)(1) - (4).</p> <p>There is a full-time master teacher for every:</p> <ul style="list-style-type: none"> (1) 50 children of the licensed capacity for two-star centers (2) 40 children of the licensed capacity for three-star centers (3) 30 children of the licensed capacity for four-star centers (4) 20 children of the licensed capacity for five-star centers. 	<p>At application and ongoing: CCS personnel verify qualifications on the OPDR.</p>
2, 3, 4, 5	<p>Out-of-school time programs and day camp master teacher ratio. OAC 340:110-1-8.6(c)(1) - (4).</p> <p>There is a full-time master teacher for every:</p> <ul style="list-style-type: none"> (1) 60 children of the licensed capacity for two-stars (2) 50 children of the licensed capacity for three-stars (3) 40 children of the licensed capacity for four-stars (4) 30 children of the licensed capacity for five-stars 	<p>At application and ongoing: CCS personnel verify qualifications on the OPDR.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Additional master teacher requirements. OAC 340:110-1-8.6 (d).</p> <p>An individual is not counted as a master teacher, probationary master teacher, or primary caregiver in more than one program, unless the scheduled hours of employment in each program do not overlap at any given time.</p> <p>(1) When an individual replaces a master teacher and does not meet educational qualifications, refer to Oklahoma Administrative Code (OAC)340:110-1-8.3(g)(3)</p> <p>(2) When approved, probationary master teachers complete ELG training within 90 calendar days of assuming master teacher responsibilities.</p>	<p><u>Scheduled Hours of Employment</u> At application and ongoing: CCS personnel review CCS records and verify hours of employment with the individual and/or programs when an individual works at more than one program.</p> <p><u>Educational Qualifications</u> At application: all required master teachers must be fully qualified at approval for a higher Star level. CCS personnel view CCS & OPDR records. Ongoing: when a program loses a required master teacher, the procedures described in OAC 340:110-1-8.3. (g)(3) are followed.</p> <p><u>ELG</u> At application or when a new master teacher is hired: CCS personnel verify qualifications on the OPDR.</p>
2, 3, 4, 5	<p>Master teacher responsibilities. OAC 340:110-1-8.6 (f).</p> <p>Master teachers are responsible for direct care of children, supporting other teaching personnel and program management with planning and implementing lesson plans & classroom arrangement & planning and implementing family communication and engagement, and providing program development and evaluation feedback.</p>	<p>At application and ongoing: program owner and director agree to implement and maintain this criteria.</p>
2, 3, 4, 5	<p>Director responsibilities. OAC 340:110-1-8.6(g).</p> <p>An individual is not counted as a director in more than one program.</p>	<p>At application and ongoing: CCS personnel view CCS records.</p>

340:110-1-8.7. Professional development criteria**Revised 1-1-2023**

Rationale: The Director is a leader for the program and the primary person responsible for the day-to-day operations. A director has a vast knowledge of early care and education including, but not limited to operating a program, leadership, managing personnel, nutrition, child development, understanding and using the Early Learning Guidelines, etc.

Everyone who works with children and their families needs a basic understanding of child development and how children learn.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Director professional development. OAC 340:110-1-8.7(a)(1)-(4).</p> <p>Prior to star certification, the director has documentation of at least two college credits or 30-clock hours of job-related professional development within the last 12 months or within current Professional Development Ladder (PDL) certification, when applicable.</p> <p>No more than six hours of informal professional development per PDL certification counts in total hours.</p> <p>In subsequent years, the director maintains documentation of at least two college credits or 30-clock hours of job-related professional development per PDL certification.</p> <p>Newly-hired directors must have two college credits or 30-clock hours of professional development within the last 12 months prior to employment. New directors not meeting this criteria must submit a written plan to Licensing staff for correcting the violation within 90-calendar days of hire date.</p>	<p>At application and ongoing: CCS personnel verify on the OPDR.</p>
2, 3, 4, 5	<p>Director professional development. OAC 340:110-1-8.7(a)(1)(B)(1) & (2).</p> <p>Prior to star certification, the director has documentation of Quality Rating and Improvement System (QRIS) orientation. When a new director is hired, the director has 90-calendar days of hire date to complete QRIS Orientation.</p>	<p>At application and ongoing: CCS personnel verify on the OPDR.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Personnel professional development. OAC 340:110-1-8.7(b)(1) & (2).</p> <p>At application, personnel employed at the program for at least 12 months and counted in staff-child ratio has at least two college credits or 20-clock hours of job-related professional development per PDL certification.</p> <p>No more than six hours of informal professional development per PDL certification is counted in total hours.</p> <p>After initial certification approval, the professional development criteria of at least two college credits or 20- clock hours of job-related professional development is met within the personnel's PDL certification.</p>	<p>At application and ongoing: CCS personnel verify on the OPDR.</p>
2, 3, 4, 5	<p>Personnel professional development. OAC 340:110-1-8.7(b)(3).</p> <p>Part-time personnel and substitutes having worked at the program more than 80 hours meet professional development requirements. Personnel performing only auxiliary duties, such as cooking, transportation, or maintenance are exempt from this professional development requirement.</p>	<p>At application and ongoing: CCS personnel verify on the OPDR.</p>

340:110-1-8.8. Learning and development criteria

Revised 1-1-2023

Rationale: The learning environment is key to children’s learning and gives them the space, materials, and opportunity to learn and practice new skills.

Interest areas are thoughtfully designed areas. Learning is an interactive process and children learn through doing. The environment in which children play and learn provides them with opportunities to explore and interact with a variety of inviting activities and materials and is based on each child’s individual interests and needs.

Researchers agree that young children under two years old should not watch television or other screens. During this time of rapid brain development, children need activities that promote language development and brain growth such as interaction with others and hands-on activities.

Children learn from outdoor play as well. Fun and interesting outdoor interest areas can include experiences that are sometimes too messy for indoors, such as sand and water tables and some art activities. In the heat of summer, a rug and basket of books placed under a shade tree is a cozy spot for reading to children.

High-quality early learning and out-of-school time environments include the use of developmentally appropriate curriculum and learning spaces based on individual children’s needs and interests. Daily schedules are written timetables of events that show what is supposed to happen throughout the day. Lesson plans are the basic plan for the day and help teachers select, plan, and organize activities, projects, and equipment appropriate for the ages, development, and interests of children in their care.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(a)(1).</p> <p>Television or other screen time is not used for children 1 year of age and younger.</p>	<p>At application and ongoing: classroom daily schedules, lesson plans, and on-site observation by CCS personnel ensuring that children 1 year of age and younger are not exposed to television or screen time.</p>
2, 3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(a)(2).</p> <p>Out-of-school time programs and programs licensed as day camps may have required interest areas set up throughout the program as long as children are supervised and have accessible free choice to all required areas.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: CCS personnel observe on-site.</p>
2, 3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(a)(3).</p> <p>At least two interest areas are available outdoors for children 2 years of age and older.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: when children are outside playing, the outdoor interest areas are viewed by CCS personnel; when children are not outside and the interest areas are not set up, program staff describe current outdoor interest areas.</p>
2, 3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(a)(4).</p> <p>Classroom schedules are predictable and responsive to children’s needs, balancing child-initiated play and teacher-guided activities.</p>	<p>At application: programs submit a developmentally age appropriate schedule for each age group.</p> <p>Ongoing: CCS staff view current schedules for each classroom.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(a)(5).</p> <p>Teaching personnel prepare children for transitions. A written plan is maintained, per Oklahoma Administrative Code (OAC) 340:110-1-8.5.</p>	<p>At application: personnel policies are submitted.</p> <p>Ongoing: personnel policies are viewed on site and CCS personnel view transitions that occur while onsite.</p> <p>Note: see Administrative 340:110-1-8.5(a)(2) above for full written transition criteria.</p>
3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(b)(1).</p> <p>Space is arranged in clearly-defined and well-equipped interest areas in each classroom facilitating a variety of activities also including math and science or nature for children 2 years of age and older.</p>	<p>At application: current floor plan showing ages of the children in each room and location of interest areas for children 2 years of age and older AND photos of each of the 7 required interest areas for rooms with children 2 years of age and older. Interest areas are: art, blocks, books & language, dramatic play, manipulatives, science or nature, and math.</p> <p>Ongoing: interest areas are observed onsite by CCS personnel.</p>
3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(b)(2)(A).</p> <p>The program implements developmentally appropriate curriculum in each classroom aligning with Oklahoma Early Learning Guidelines (ELG) or Oklahoma Academic Standards (OAS). Curriculum may be self-developed, published, or lesson plans.</p> <p>(A) Curriculum or lesson plans:</p> <ul style="list-style-type: none"> (i) reflect the program philosophy and goals (ii) are based on child development and appropriate practice (iii) provide for children's various ages, abilities, developmental stages, and special needs (iv) provide for children's physical, cognitive, language, literacy, and social-emotional development and (v) incorporate music and songs into children's activities at multiple times of the day. 	<p>At application: a lesson plan sample for each age group of children for which the program provides care reflecting criteria listed in this section.</p> <p>Ongoing: current lesson plans are viewed in each classroom reflecting criteria listed in this section.</p>
3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(b)(2)(B).</p> <p>Programs establish methods for providing curriculum information to families. Methods may include: parent handbooks, newsletters, orientation, or family meetings.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: current method is observed onsite.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(b)(2)(C), (3) & (4).</p> <p>Lesson plans include: Curriculum and goals for children, ELG or OAS are identified, lesson plans are reviewed by personnel trained in ELG, and at least two developmentally-appropriate physical activities daily for all children led by teaching personnel.</p>	<p>At application & ongoing: <u>Lesson plans reflecting:</u></p> <ul style="list-style-type: none"> • curriculum and goals; not applicable with new programs. • ELG & OAS are identified • signature indicating reviewed by personnel trained in ELG • two developmentally-appropriate physical activities
3, 4, 5	<p>Learning and development: OAC 340:110-1-8.8(b)(5).</p> <p>For continuity of care, children remain with specific teaching personnel throughout the majority of the day, and are not regularly assigned to another group. A written plan is maintained in program personnel policies, per OAC 340:110-1-8.5. Programs licensed as out-of-school programs are exempt from this criteria.</p>	<p>At application: written program personnel policies include child continuity of care plans (3, 4, & 5 Star programs).</p> <p>Ongoing: CCS staff view program personnel policies (3, 4, & 5 Star programs) and onsite practices (2, 3, 4, & 5 Star programs).</p> <p>Note: Out-of-school time programs are exempt from this criteria.</p>
4, 5	<p>Learning and development: OAC 340:110-1-8.8(c)(1).</p> <p>Programs implement all of the following. Programs licensed as out-of-school time programs are exempt from (A) and (B).</p> <p>(A) Learning opportunities are planned for each child using observation documentation.</p> <p>(B) Lesson plans are individualized for each child's needs, including age, ability, developmental stage, social- emotional development, special needs, and interests.</p> <p>(C) Master teachers and teaching personnel evaluate lesson plans for effectiveness after implementation.</p> <p>(D) Teaching personnel have weekly scheduled, paid, planning time outside of the classroom.</p> <p>(E) Children have access to visual or pictorial classroom schedules.</p>	<p>At application:</p> <ul style="list-style-type: none"> • description of child observation methods • sample individualized lesson plans for each classroom • written policies for (C) and (D), and • photos of classroom schedules for all age groups. <p>Ongoing: CCS staff view</p> <p>A) current child observation documentation and</p> <p>B & C) individualized lesson plans and evidence of implementation of teachers' and teaching personnel's evaluation of lesson plans and</p> <p>D) program schedules of weekly teaching staff paid planning time outside the classroom and</p> <p>E) visual or pictorial classroom schedules for children.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
4, 5	<p>Learning and development: OAC 340:110-1-8.8(c)(2).</p> <p>In addition to interest areas, curriculum and lesson plans, children 2 years of age and older are given the opportunity to join enhancement activities promoting basic skills and higher level thinking. Enhancement activities are conducted routinely throughout the year, are documented on the lesson plan, and may be rotated based on children’s needs and interests.</p> <p>(B) Four-Star programs implement two or more enhancement activities, and five-star programs implement four or more enhancement activities. Examples may include:</p> <ul style="list-style-type: none"> (i) additional outdoor interest areas (ii) additional indoor interest areas (iii) invitations to play helping children reflect on and extend their learning (iv) nature-related activities (v) social studies (vi) community involvement (vii) health and physical wellness (viii) nutrition (ix) foreign language (x) theater (xi) sign language (xii) child- or adult-led clubs (xiii) cooking lessons (xiv) science, technology, art, and math (STEAM) (xv) onsite contracted activities, such as dance lessons gymnastics lessons, or sports. (xvi) life skills (xvii) activities promoting Native American culture and language 	<p>At application: a written program-wide plan for implementation of enhancement activities for each classroom with children 2 years of age and older that is conducted throughout the year.</p> <p>Ongoing: CCS staff review lesson plans for inclusion of enhancement activities AND evidence of implementation is observed onsite in accordance with lesson plans AND/OR photos of activities are viewed AND/OR the environment reflects evidence of enhancement activity plan implementation.</p>

340:110-1-8.9. Family partnership criteria
Revised 1-1-2023

Rationale: Families are the child’s first teachers and are the link between the educational setting and home. A strong connection between child care personnel and families is critical for building a positive environment, allowing children to feel more secure, confident, and self-assured. It is best for children when programs build relationships with families based on mutual trust, respect, and willingness to involve them as full partners. Everyone, but especially children, benefits when providers and families work together.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Family partnership: OAC 340:110-1-8.9(a)(1).</p> <p>A system is established and maintained for sharing and communicating with families any confidential information specific to the child’s physical and emotional state.</p>	<p>At application: a written description of the system.</p> <p>Ongoing: examples or copies of daily documentation provided/available to families or an explanation of confidential verbal procedures used.</p>
2, 3, 4, 5	<p>Family partnership: OAC 340:110-1-8.9(a)(2).</p> <p>A system is established and maintained for sharing and communicating program information to families. Programs inform families using at least two of these methods: a bulletin board, newsletter, parent handbook, website specific to each program location, and/or email, social media, or other electronic communication.</p>	<p>At application: program indicates methods used.</p> <p>Ongoing: CCS staff observe methods onsite.</p>
2, 3, 4, 5	<p>Family partnership: OAC 340:110-1-8.9(a)(3).</p> <p>Families are welcome in the program at all times, such as mealtimes and classroom observation or volunteering.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: documentation in the family handbook or posters in the family resource center or observed on site.</p>
2, 3	<p>Family partnership: OAC 340:110-1-8.9(a)(4).</p> <p>Individual family conferences are offered and encouraged, at least annually, discussing children’s progress, challenges, and accomplishments, and establishing goals. Documentation is maintained with the child’s records. Out-of-school time programs offer conferences when needed or requested.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: a dated conference sheet with the family member/parent’s signature in children’s record or newsletter or other notification of conference schedule.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Family partnership: OAC 340:110-1-8.9(a)(5).</p> <p>Programs provide a family resource area with books, pamphlets, or parenting articles and community resources, and provide information, when indicated. When provided electronically, resources are easily accessible and printable. Resources are available in languages representing the program's families.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: resource area or electronic resources are observed onsite.</p>
2, 3	<p>Family partnership: OAC 340:110-1-8.9(a)(6).</p> <p>At least two family events with guest speakers or special activities are conducted annually, such as open houses, brown bag lunches, family pot-luck dinners, and children's programs. These events may be held in conjunction with individual family conferences.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: photos of events or flyers or invitations with dates or newsletters or agendas with dates or sign-in sheets with dates.</p>
2, 3, 4, 5	<p>Family partnership: OAC 340:110-1-8.9(a)(7).</p> <p>Children and families' home languages and cultures are respected by adapting communication methods.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: verbal explanation of languages spoken by program's families and written or verbal examples.</p>
4, 5	<p>Family partnership: OAC 340:110-1-8.9(b)(1).</p> <p>Individual family conferences are offered and encouraged at least twice annually. Programs operating only part-year offer and encourage at least one individual family conference annually. A written report regarding the child is provided to families and maintained in the child's file. Out-of-school time programs offer conferences when needed or requested.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: a dated conference sheet with the family member/parent's signature in children's record or newsletter or other notification of conference schedule. For OST programs, a dated conference sheet with the family member's signature or a verbal explanation if conferences were not held.</p>
4, 5	<p>Family partnership: OAC 340:110-1-8.9(b)(2).</p> <p>At least four family events with guest speakers or special activities are conducted annually, such as open houses, brown bag lunches, family pot-luck dinners, and children's programs. These events may be held in conjunction with individual family conferences.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: photos of events or flyers or invitations with dates or newsletters or agendas with dates or sign-in sheets with dates.</p>

**340:110-1-8.10. Program evaluation for continuous quality improvement criteria
Revised 1-1-2023**

Rationale: Program evaluation is universally recognized as one of the key indicators of quality in child care. Evaluating your program helps you identify the strengths and growth opportunities for your program, continuously grow as a professional, provide a quality environment for the children in your care, and increase family awareness of the importance of their child’s care.

Continuous quality improvement (CQI) is a way for your program to regularly enhance services and increase positive outcomes for the children and families you serve. Even the best centers benefit when you regularly review your practices, make goals specific to the needs of your program, carry out the plans you make, and regularly repeat this process.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
2, 3, 4, 5	<p>Program evaluation for continuous quality improvement: OAC 340:110-1-8.10(a)(1).</p> <p>Personnel and families are surveyed annually identifying program strengths and weaknesses and evaluating effectiveness in meeting children’s, families’, and personnel’s needs.</p>	<p>At application: a copy of survey template(s) and list of dates surveys(s) are conducted or scheduled.</p> <p>Ongoing: completed and dated surveys and responses or dated online survey report summaries are viewed.</p>
2, 3, 4, 5	<p>Program evaluation for continuous quality improvement: OAC 340:110-1-8.10(a)(2).</p> <p>Part-day programs annually conduct an equipment inventory using the appropriate Oklahoma Human Services (OKDHS) form. Equipment inventories are maintained on file at the program.</p>	<p>At application and ongoing: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: a completed and dated equipment inventory on the official DHS form and sufficient quantity and type of equipment in each classroom.</p> <p>Note: this criteria is monitored only for programs licensed as Part-Day; all other child care programs are monitored for this for minimum licensing requirements.</p>
3, 4, 5	<p>Program evaluation for continuous quality improvement: OAC 340:110-1-8.10(b).</p> <p>Program evaluation criteria in (a) of this section are required. In addition, program evaluation methods listed in (b) of this section are completed within one year of receiving three-, four-, or five-star level and repeated as required.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
3, 4, 5	<p>Program evaluation for continuous quality improvement: OAC 340:110-1-8.10(b)(1).</p> <p>The program is assessed annually using an assessment tool approved by Child Care Services (CCS). This assessment is not required for programs accredited by a CCS-approved national accrediting organization or Head Start grantees compliant with Head Start Program Performance Standards.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: a completed, dated <i>Oklahoma Quality Child Care Program Scale: Self-Assessment</i> OR <i>Oklahoma Quality Out-of-school Time Program Scale: Self-Assessment</i> OR documentation of another completed approved CCS assessment tool OR the program is nationally accredited by a CCS-approved national accrediting organization OR is a Head Start meeting Head Start Program Performance Standards. Programs licensed as Out of School Time Child Care Programs may use the School-Age Program Quality Assessment (School-Age PQA) to meet this criteria.</p>
3, 4, 5	<p>Program evaluation for continuous quality improvement: OAC 340:110-1-8.10(b)(2).</p> <p>Program goals are established and updated annually considering information gathered from completed family and personnel surveys, equipment inventories, physical environment checklists, and a CCS-approved assessment tool, or approved national accreditation assessment tool, when applicable. The program may also use any program-completed needs assessments.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: written program goals (made considering information gathered from completed health and safety checklists, equipment inventories, family and personnel surveys, and a CCS-approved assessment tool) with dates the goals were established and are updated at least annually.</p>
3, 4, 5	<p>Program evaluation for continuous quality improvement: OAC 340:110-1-8.10(b)(3).</p> <p>The program has a written plan and program policy and procedures for meeting established goals, including professional development and educational needs for personnel.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: written plans with dates the goals were established that are updated annually and include goals for personnel's professional development and educational needs; completion of the goal section of the of the <i>Oklahoma Quality Child Care Program Scale: Self-Assessment</i> or <i>Oklahoma Quality Out-of-School Time Scale: Self-Assessment</i> are acceptable documentation of written goals. Written program policy procedures include goal implementation, when appropriate.</p>
3, 4, 5	<p>Program evaluation for continuous quality improvement: OAC 340:110-1-8.10(b)(4).</p> <p>Personnel participate in program evaluation and the established goals for continuous quality improvement are shared with personnel.</p>	<p>At application: program owner and director agree to implement and maintain this criteria.</p> <p>Ongoing: dated personnel meeting sign-in sheets with agendas or dated personnel meeting notes listing personnel present.</p>

**340:110-1-8.11. Additional four- and five-star criteria
Revised 1-1-2023**

Rationale: Four and five Star programs implement and maintain additional quality criteria and are awarded the highest Star levels. Nationally accredited programs and Head Start programs compliant with Head Start Program Performance Standards can meet four and five Star levels by meeting all Star criteria for their Star level listed in previous sections plus implementing additional professional development criteria detailed in this section. Unaccredited programs can attain four and five Star levels by meeting all Star criteria for their Star level listed in previous sections plus implementing additional professional development and program criteria detailed in this section.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
4, 5	<p>Additional four- and five-star center professional development criteria: OAC 340:110-1-8.11(a)(1).</p> <p>Four-star centers, including those accredited by a Child Care Services (CCS)-approved national accrediting organization or a Head Start grantee and compliant with Head Start Program Performance Standards, complete one of the additional professional development criteria:</p> <p>Five star centers, including those accredited by a Child Care Services (CCS)-approved national accrediting organization or a Head Start grantee and compliant with Head Start Program Performance Standards, complete two of the following additional professional development criteria:</p> <p>(A) The director obtains three college credits or 40-clock hours of job-related professional development annually, per Professional Development Ladder (PDL) certification year.</p> <p>(B) The director has a current gold or higher level certificate, per Oklahoma Director's Credential.</p> <p>(C)The director obtains at least one additional certification, such as:</p> <ul style="list-style-type: none"> (i) Director's Leadership Academy (ii) Oklahoma Director's Certificate of Mastery (iii) National Administrator Credential (iv) Director's Advanced Training (v) Oklahoma Director's Certificate of Completion (vi) Oklahoma Director's Pathway to Program Administration. <p><i>(continued on following page)</i></p>	<p>For (A), (B), (C)(i), (ii), or (v) , (D), and (F): At application and ongoing: OKRegistry records.</p> <p>For (C)(iii), (iv), or (vi): At application and ongoing: provide documentation of completion.</p> <p>For option (E): At application: Written plan describing type of evidence-based coaching used/plan to use, coaching source, and overall plan for program coaching.</p> <p>Ongoing: Current program plan including type of evidence-based coaching used, coaching source, and overall plan for program coaching as well as completed action plans, observation forms, feedback forms, or other pertinent written coaching documentation. When internal coaching is used also include verification of coach training in the evidence-based coaching model.</p> <p><i>(continued on following page)</i></p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
4, 5	<p><i>(continued from previous page)</i></p> <p>(D) Required number of master teachers obtain two college credits or 30-clock hours of job-related professional development annually, per PDL certification year.</p> <p>(E) The program utilizes ongoing, evidence-based classroom coaching.</p> <p>(F) Director and required number of master teachers complete all Pyramid Model Infant/Toddler, Preschool or Birth to Five modules.</p>	<p><i>Evidence/Acceptable documentation is listed on the previous page.</i></p>
4, 5	<p>Additional four- and five-star center program criteria: OAC 340:110-1-8.11(a)(2).</p> <p>Four-star centers implement three program criteria, five-star centers implement five program criteria. Four-star out-of-school time centers implement two program criteria, five-star out-of-school time centers implement three program criteria listed below.</p> <p>Programs accredited by a CCS-approved national accrediting organization or a Head Start grantee compliant with Head Start Program Performance Standards are exempt from the criteria below.</p> <p>(A) Curriculum coordinator. The center utilizes a curriculum coordinator assisting with lesson plan implementation and mentoring classroom teachers. Curriculum coordinators may be assigned other program responsibilities.</p> <p>(B) Family orientation. The center conducts a formal intake process for new families, and the process is addressed in the parent policy. Four-star centers implement either parent orientation or child orientation to teaching personnel, classroom, and routine. Five-star centers implement parent orientation and child orientation to teaching personnel, classroom, and routine.</p> <p><i>(continued on following page)</i></p>	<p>At application:</p> <p>(A) Name of curriculum coordinator and written job description, including job duties.</p> <p>(B) Family orientation process section of family policy.</p> <p>(C) Written process for family partnerships in children’s education.</p> <p>(D) Written continuity of care plan included in personnel policies.</p> <p>(E) Child learning assessment tool identified for each age of child in care, how it will be administered, how results will be communicated to families, and how the program will use the assessment results to plan and adapt curriculum. Examples may include High Scope Child Observation Record (COR), Teaching Strategies Gold, The Work Sampling System, and Focused Portfolios.</p> <p>(F) (i) Name and professional title of health consultant and written plan for utilizing the consultant. (ii) Playground checklist template (iii) Written training plan for emergency procedures (iv) CACFP or NSLP agreement (v) Name of certification intend to use or a copy of the certification (vi) Written collaboration plan</p> <p>(G) Child development assessment tool identified for each age of child in care, plan for how it will be administered, a list of referral sources, how results and referral sources will be communicated to families.</p> <p><i>(continued on following page)</i></p>

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
4, 5	<p data-bbox="331 170 737 205"><i>(continued from previous page)</i></p> <p data-bbox="235 220 829 485">(C) Family partnership. The center implements a written process involving families in children's education and development. Family partnership examples may include participation on family advisory board, volunteering in classroom, or program-conducted home visits at least twice annually.</p> <p data-bbox="235 506 829 701">(D) Continuity of care. A written plan ensures children three years of age and younger are placed with consistent teaching personnel for at least one year, promoting stronger personnel and child relationships.</p> <p data-bbox="235 722 829 821">(E) Child learning assessment. Programs implement child learning assessment and document children's progress annually.</p> <p data-bbox="235 842 829 1703">(F) Health and safety. Four-star centers implement two and five-star centers implement four of the following health and safety criteria: (i) utilizes a health consultant as needed (ii) implements daily playground safety checklists (iii) conducts annual personnel emergency plan and procedure training (iv) participates in Child and Adult Care Food Program (CACFP) or National School Lunch Program (NSLP) (v) obtains quality initiative certifications, such as Oklahoma State Department of Health Certified Healthy Early Childhood Program (vi) collaborates with schools, with parental permission, regarding individual children's health and wellness, such as developmental screenings and individualized educational plans (IEP)</p> <p data-bbox="235 1713 829 1940">(G) Child development assessment. Programs offer evidence- based child developmental assessments or screenings by trained personnel. Programs communicate results with families and provide referral information when indicated.</p>	<p data-bbox="980 170 1386 205"><i>(continued from previous page)</i></p> <p data-bbox="834 220 964 256">Ongoing:</p> <p data-bbox="867 256 1484 390">(A) Name of curriculum coordinator and current examples showing completed work of curriculum coordinator as reflected in job description.</p> <p data-bbox="867 411 1484 573">(B) Current documentation showing written family orientation policy is regularly implemented, such as log including dates and names of family members and/or child, and personnel conducting orientation.</p> <p data-bbox="883 594 1500 821">(C) Current family advisory board meeting notes listing parents in attendance and/or meeting invitations to parents OR newsletters or photos highlighting parent classroom volunteerism and/or parent volunteer sign-in sheets OR current completed, dated home visit forms.</p> <p data-bbox="867 842 1484 909">(D) Classroom attendance records with children and teaching personnel names.</p> <p data-bbox="867 930 1484 997">(E) Completed and dated assessment for each child in the past year.</p> <p data-bbox="867 1018 1403 1188">(F) (i) Log of consultation dates (ii) Completed playground checklists (iii) Training agenda and personnel attendance form. (iv) CACFP or NSLP records (v) Certificate or evidence of progress toward certification. (vi) Collaboration agreement, goals, logs, running notes, or meeting agendas reflecting collaboration efforts.</p> <p data-bbox="867 1482 1468 1549">(G) Completed and dated child development assessment for each child in the past year.</p>

**340:110-1-8.3 Certification of programs to receive a quality rating and improvement level
Revised 1-1-2023**

Rationale: Accreditation and Head Start standards reflect a process of extensive self-study and external review of a program and how it compares to benchmark standards of quality set by the national accrediting organization or the federal government.

Star Level	QRIS Child Care Program Criteria	Evidence/Acceptable documentation
3, 4, 5	<p>Accreditation OAC 340:110-1-8.3(c).</p> <p>The child care program is currently accredited by a CCS-approved national accrediting organization or is a Head Start grantee and is compliant with Head Start Program Performance Standards.</p>	<p>At application and ongoing: Accredited programs provide a copy of current accreditation certificate; CCS staff verify Head Start compliance online.</p> <p>Approved national accrediting organizations are:</p> <ol style="list-style-type: none"> (1) Association of Christian Schools International's Preschool Accreditation (ACSI) (2) National Association for the Education of Young Children (NAEYC), Early Learning Program Accreditation (3) National Early Childhood Program Accreditation (NECPA) (4) Council on Accreditation (COA) (5) National Accreditation Commission for Early Care and Education Programs (NAC) (6) Accredited Professional Preschool Learning Environment (APPLE) (7) Commission on Accreditation of Rehabilitation Facilities (CARF) (8) National Association of Family Child Care (NAFCC) and (9) Cognia.