Family Child Care Standards

March 2014

Licensing and Compliance (LIC)

LIC			QUALITY RATING LEVELS				
			1	2	3	4	5
LICENSING AND COMPLIANCE	LIC 1 Licensing		**LIC 1.1** Registered, open and operating.	**LIC 1.2** Registered, open and operating for at least six months.	**LIC 1.3** Fully registered and not in provisional and/or conditional status.	**LIC 1.4** Fully registered and not in provisional and/or conditional status.	**LIC 1.5** Fully registered and not in provisional and/or conditional status.
	Doc		Valid Registration (CCATS)	Valid Registration (CCATS)	Valid Registration (CCATS)	Valid Registration (CCATS)	Valid Registration (CCATS)
	LIC 2 Compliance			**LIC 2.2** Substantial Compliance with Child Care Regulations.	**LIC 2.3** Substantial Compliance with Child Care Regulations.	**LIC 2.4** Substantial Compliance with Child Care Regulations.	**LIC 2.5** Substantial Compliance with Child Care Regulations.
	LIC 3 Enforcement			**LIC 3.2** No Enforcement Actions pending.	**LIC 3.3** No Enforcement Actions pending.	**LI C 3.4** No Enforcement Actions pending.	**LIC 3.5** No Enforcement Actions pending.
	Doc			Inspection reports conducted within the past 12 months (CCATS and ELIS)	Inspection reports conducted within the past 12 months (CCATS and ELIS)	Inspection reports conducted within the past 12 months (CCATS and ELIS)	Inspection reports conducted within the past 12 months (CCATS and ELIS)

Staff Qualifications and Professional Development (STF)

STF			QUALITY RATING LEVELS				
			1	2	3	4	5
STAFF QUAL / PD	STF 1 Education / Experience		**STF 1.1** Provider and any staff meet registration requirements for Family Child Care.	**STF 1.2** Provider and Co-Provider (or for a Large Family Child Care Home, 50% of lead staff) hold: a current Maryland Child Care Staff Credential at Level 2 or higher; an Administrator Credential at Level 1 or higher; or the equivalent credential training for that level.	**STF 1.3** Provider and Co-Provider (or for a Large Family Child Care Home, 50% of lead staff) hold: a current Maryland Child Care Staff Credential at Level 3 or higher; an Administrator Credential at Level 1 or higher; or the equivalent credential training for that level.	**STF 1.4** Provider and Co-Provider (or for a Large Family Child Care Home, 50% of lead staff) hold: a current Maryland Child Care Staff Credential at Level 4 or higher; or an Administrator Credential at Level 1 or higher.	**STF 1.5** Provider and Co-Provider (or for a Large Family Child Care Home, 50% of lead staff) hold: a current Maryland Child Care Credential at Level 4+ or higher; or an Administrator Credential at Level 2 or higher.
	Doc			CCATS and/or current Maryland Child Care Credential certificate or training certificates for staff members	CCATS and/or current Maryland Child Care Credential certificate or training certificates for staff members	CCATS and/or current Maryland Child Care Credential certificate	CCATS and/or current Maryland Child Care Credential certificate

Doc = Documentation. Red text indicates documentation required to verify that the standard has been met.
CCATS = Child Care Administrative Tracking System
ELIS = Electronic Licensing Inspection System
Substantial Compliance = no more than one inspection date in the last 12 months with findings of non-compliance in Injurious Treatment; Child Protection; Supervision; or Capacity, Group Size and Staffing.
Enforcement Actions Pending = a program under Emergency Suspension, Suspension, or Revocation action where all appeals have not been exhausted.

		Accreditation and Rating Scales (ACR)				
ACR		**QUALITY RATING LEVELS**				
		1	**2**	**3**	**4**	**5**
ACCREDITATION — ACR 1 — Accreditation			**ACR 1.2** Within the past 12 months, the provider has completed MSDE approved Accreditation Training.	**ACR 1.3** Within the past 12 months, the provider has visited or had a conversation with an NAFCC accredited family child care provider.	**ACR 1.4** Accreditation self-study completed and validation visit requested.	**ACR 1.5** Accreditation awarded by NAFCC and the program remains in good standing with accrediting body.
	Doc		Accreditation Reflection and Planning form	Accreditation Visit Verification form	Documentation from accrediting organization that visit has been requested	Letter or certificate of accreditation award, documentation from accrediting organization that annual report has been received.
RATING SCALE — ACR 2 — Family Child Care Program Assessment				**ACR 2.3** Self-assessment conducted using FCCERS-R.	**ACR 2.4** FCCERS-R conducted by an approved assessor according to the schedule established by MSDE.	**ACR 2.5** FCCERS-R conducted by an approved assessor according to the schedule established by MSDE.
	Doc			Rating Scale Score Sheet	Rating Scale Score Sheet completed by MSDE assessor	Rating Scale Score Sheet completed by MSDE
	ACR 3 — Program Improvement Plan			**ACR 3.3** Process for continuous quality improvement developed, informed by FCCERS-R assessment and program priorities, including school readiness goals and objectives.	**ACR 3.4** Process for continuous quality improvement developed and implemented, informed by FCCERS-R assessment, accreditation self-study, and program priorities, including school readiness goals and objectives.	**ACR 3.5** Process for continuous quality improvement developed and implemented, informed by FCCERS-R assessment, accreditation standards, and program priorities, including school readiness goals and objectives.
	Doc			Program improvement Plan addressing any subscale score below 4.0 and school readiness goals and objectives, a statement of the process of program improvement.	Program improvement Plan addressing any subscale score below 4.5 and school readiness goals and objectives, a statement of the process of program improvement	Program improvement Plan addressing any subscale score below 5.0 and school readiness goals and objectives, a statement of the process of program improvement

FCCERS = Family Child Care Environment Rating Scale
Accreditation Training may include: webinar, accreditation orientation, conference, seminar, or workshop.
Accreditation Reflection and Planning form available in the Maryland EXCELS online system.
Accreditation Visit Verification form available in the Maryland EXCELS online system.

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Developmentally Appropriate Learning and Practice (DAP)

DAP			QUALITY RATING LEVELS				
			1	2	3	4	5
CARE AND EDUCATION	DAP 1	Environment	DAP 1.1 Children of all abilities are provided with opportunities to interact with their peers in a developmentally appropriate environment that offers a balance of child initiated and teacher directed activities.	DAP 1.2 Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities.	DAP 1.3 Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities reflecting the interests of the children, their primary language, and cultural background.	DAP 1.4 Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities reflecting the interests of the children, their primary language, and cultural background.	DAP 1.5 Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities reflecting the interests of the children, their primary language, and cultural background.
		Doc	Daily Schedule	Daily Schedule and Philosophy Statement	Daily Schedule and Philosophy Statement	Daily Schedule and Philosophy Statement	Daily Schedule and Philosophy Statement
	DAP 2	Learning Materials		DAP 2.2 Materials are: developmentally appropriate; accessible; reflect children's interests; and support children of all abilities.	DAP 2.3 Materials are: developmentally appropriate; accessible; promote multiple modes of exploration and learning; reflect children's interests; and support children of all abilities.	DAP 2.4 Materials are: developmentally appropriate; accessible; promote multiple modes of exploration and learning; reflect children's interests, culture, and language; and support children of all abilities.	DAP 2.5 Materials are: developmentally appropriate; accessible; promote multiple modes of exploration and learning; reflect children's interests, culture, and language; support children of all abilities; and are rotated.
		Doc		Statement describing selection and use of learning materials	Statement describing selection and use of learning materials	Statement describing selection and use of learning materials	Statement describing selection and use of learning materials
	DAP 3	Positive Guidance	DAP 3.1 Provider and any staff use positive behavioral supports and strategies with children that include providing choices and using redirection.	DAP 3.2 Provider and any staff use positive behavioral supports and strategies with children that include: providing choices, using redirection, and clear rules and expectations.	DAP 3.3 Provider and any staff use positive behavioral supports and strategies with children that include: providing choices; using redirection, reflection, and problem solving; and clear rules and expectations.	DAP 3.4 Provider and any staff use positive behavioral supports and strategies with children that include: providing choices; using redirection, reflection, and problem solving; and clear rules and expectations developed with input from the children.	DAP 3.5 Provider and any staff use positive behavioral supports and strategies with children that include: providing choices; using redirection, reflection, and problem solving; and clear rules and expectations developed with input from the children.
		Doc	Written Policy for positive behavioral practices (Discipline Policy)	Written Policy for positive behavioral practices	Written Policy for positive behavioral practices	Written Policy for positive behavioral practices	Written Policy for positive behavioral practices

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Developmentally Appropriate Learning and Practice (Continued)

DAP			QUALITY RATING LEVELS				
			1	2	3	4	5
TEACHING STRATEGIES	DAP 4	Curriculum		DAP 4.2 MSDE Healthy Beginnings, Maryland Early Learning Standards or state-recommended or recognized curriculum guides the lesson planning process.	DAP 4.3 MSDE Healthy Beginnings, Maryland Early Learning Standards, or state-recommended or recognized curriculum guides the lesson planning process.	DAP 4.4 Implementation of a curriculum that is aligned with Maryland Early Learning Standards and/or state-recommended or recognized curriculum.	DAP 4.5 Implementation of a state recommended or recognized curriculum.
	DAP 5	Planning		DAP 5.2 Lesson plans include age-appropriate activities reflective of children's interests and skills; address the developmental needs of each and every child; and include information from an IFSP/IEP, if provided.	DAP 5.3 Lesson plans include age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by observations; and include information from an IFSP/IEP, if provided.	DAP 5.4 Lesson plans include age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by observations and information gained from families about their children; and include information from an IFSP/IEP, if provided.	DAP 5.5 Lesson plans include culturally competent, age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by ongoing assessments, observations, and information gained from families about their children; and include information from an IFSP/IEP, if provided.
		Doc		Curriculum statement, lesson planning process statement	Curriculum statement, lesson planning process statement	Curriculum statement, lesson planning process statement	Curriculum statement, lesson planning process statement
	DAP 6	Implementation	DAP 6.1 Activities are individualized to address the developmental needs of each and every child and are informed by information from an IFSP/IEP, if provided.	DAP 6.2 Activities provide opportunities for whole group, small group and individual learning experiences and include adequate time for transitions, literacy, and reading opportunities.	DAP 6.3 Domain-based activities provide opportunities for whole group, small group and individual learning experiences that include adequate time for transitions, literacy, and reading opportunities.	DAP 6.4 Domain-based activities provide opportunities for whole group, small group and individual learning experiences that include adequate time for transitions, literacy, and reading opportunities.	DAP 6.5 Domain-based activities provide opportunities for whole group, small group and individual learning experiences that include adequate time for transitions, literacy, and reading opportunities.
		Doc	Daily Schedule or lesson plan	Recent lesson plan, Daily Schedule	Recent lesson plan, Daily Schedule	Recent lesson plan, Daily Schedule	Recent lesson plan, Daily Schedule
	DAP 7	Screen Time		DAP 7.2 Television, computers or other media devices are used only when directly related to facilitated learning experiences; and no screen time for children under the age of 2.	DAP 7.3 Television, computers or other media devices are used only when directly related to facilitated learning experiences; and no screen time for children under the age of 2.	DAP 7.4 Television, computers or other media devices are used only when directly related to facilitated learning experiences; and no screen time for children under the age of 2.	DAP 7.5 Television, computers or other media devices are used only when directly related to facilitated learning experiences; and no screen time for children under the age of 2.
		Doc		Statement of policy regarding screen time	Statement of policy regarding screen time	Statement of policy regarding screen time	Statement of policy regarding screen time

Healthy Beginnings = *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*
Domains for children Birth through Three Years of Age = Personal and Social Development, Language Development, Cognitive Development, and Physical Development
Domains for children Three through Five Years of Age = Social and Personal Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, and Physical Development and Health
IFSP = Individualized Family Service Plan   **IEP** = Individualized Education Program

			Developmentally Appropriate Learning and Practice (Continued)				
DAP			**QUALITY RATING LEVELS**				
			1	**2**	**3**	**4**	**5**
ASSESSMENT AND DEVELOPMENTAL PROGRESS	DAP 8 — Developmental Screening		**DAP 8.1** Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)	**DAP 8.2** Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)	**DAP 8.3** Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)	**DAP 8.4** Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)	**DAP 8.5** Developmental screenings are conducted on all children (Birth through age 5) within 90 days of enrollment and at scheduled intervals as determined by MSDE; results are shared with families, and referrals are made when appropriate. (Date to be determined)
	Doc		To be determined	To be determined	To be determined	To be determined	To be determined
	DAP 9 — Developmental Progress			**DAP 9.2** Provider observes children's developmental progress.	**DAP 9.3** Provider observes children's progress using developmental checklists.	**DAP 9.4** Provider observes children's progress using developmental checklists that are either designed for or aligned with the curriculum.	**DAP 9.5** Provider observes children's progress and conducts ongoing assessments that include: observation and anecdotal records; portfolios; and checklists that are either designed for or aligned with the curriculum.
	Doc			Statement of observation practices	Statement of observation practices, developmental checklist	Statement of observation practices, developmental checklist	Statement of observation and assessment practices, sample child assessment tools

Administrative Policies and Practices (ADM)					
ADM	**QUALITY RATING LEVELS**				
	1	**2**	**3**	**4**	**5**
FAMILIES — ADM 1 — Information and Policies	**ADM 1.1** Information provided to families includes policies and practices for: health and safety; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	**ADM 1.2** Information provided to families includes policies and practices for: health and safety; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	**ADM 1.3** Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	**ADM 1.4** Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; inclusion of children with disabilities or special health care needs; communicating with families; physical fitness; nutrition; and curriculum and child assessment.	**ADM 1.5** Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; inclusion of children with disabilities or special health care needs; communicating with families; physical fitness; nutrition; and curriculum and child assessment.
ADM 2 — Receipt of Policies				**ADM 2.4** Families provided with information upon enrollment and written receipt is documented.	**ADM 2.5** Families provided with information upon enrollment and written receipt is documented.
Doc	Family handbook, written agreement or contract	Family handbook, written agreement or contract	Family handbook, written agreement or contract	Family handbook, written agreement or contract, and one signed receipt	Family handbook, written agreement or contract, and one signed receipt
ADM 3 — CACFP			**ADM 3.3** Provider participates in the Child and Adult Care Food Program (CACFP).	**ADM 3.4** Provider participates in the Child and Adult Care Food Program (CACFP).	**ADM 3.5** Provider participates in the Child and Adult Care Food Program (CACFP).
Doc			CACFP participation verified by MSDE or Ineligibility/Non-Participation form	CACFP participation verified by MSDE or Ineligibility/Non-Participation form	CACFP participation verified by MSDE or Ineligibility/Non-Participation form
ADM 4 — Nutritious Meals and Snacks			**ADM 4.3** Provider serves fresh fruits and/or vegetables at least twice a week, and monitors meals provided from home and supplements as necessary to ensure that children are receiving nutritious, balanced meals and snacks.	**ADM 4.4** Provider serves whole grains, fresh fruits and/or vegetables at least three times a week, and limits fat, sugar and salt in food served by the program. The program monitors meals provided from home and supplements as necessary to ensure that children are receiving nutritious, balanced meals and snacks.	**ADM 4.5** Provider serves whole grains, fresh fruits and/or vegetables at least four times a week, and limits fat, sugar and salt in food served by the program. The program monitors meals provided from home and supplements as necessary to ensure that children are receiving nutritious, balanced meals and snacks.
Doc			Nutrition Policy, copy of a weekly menu served within the past month	Nutrition Policy, copy of a weekly menu served within the past month	Nutrition Policy, copy of a weekly menu served within the past month

Administrative Policies and Practices (Continued)

ADM			QUALITY RATING LEVELS				
			1	2	3	4	5
FAMILIES (Continued)	ADM 5	Family Engagement		**ADM 5.2** Families provided with at least two different types of opportunities to be engaged in the program.	**ADM 5.3** Families provided with at least three different types of opportunities to be engaged in the program.	**ADM 5.4** Families provided with at least four different types of opportunities to be engaged in the program.	**ADM 5.5** Families provided with at least five different types of opportunities to be engaged in the program.
		Doc		Examples of family engagement opportunities	Examples of family engagement opportunities	Examples of family engagement opportunities	Examples of family engagement opportunities
	ADM 6	Family Conferences	**ADM 6.1** Provider conducts family conferences.	**ADM 6.2** Provider conducts family conferences at least once a year.	**ADM 6.3** Provider conducts family conferences at least once a year.	**ADM 6.4** Provider conducts family conferences at least twice a year.	**ADM 6.5** Provider conducts family conferences at least twice a year.
		Doc	Conference schedule, sign-up sheet	Conference schedule, sign-up sheet	Conference schedule, sign-up sheet	Conference schedule, sign-up sheet	Conference schedule, sign-up sheet
	ADM 7	IFSP / IEP	**ADM 7.1** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.	**ADM 7.2** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.	**ADM 7.3** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.	**ADM 7.4** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.	**ADM 7.5** Copy of a child's IFSP/IEP is requested and provider works with the family and early intervention or special education service providers to support child and family outcomes.
		Doc	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)	Enrollment/intake documentation, schedule of early intervention or special education services (if applicable)

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			Administrative Policies and Practices (Continued)				
ADM			**QUALITY RATING LEVELS**				
			1	**2**	**3**	**4**	**5**
STAFF	**ADM 8** Staff Meetings			ADM 8.2 Staff meetings conducted at least four times per year.	ADM 8.3 Staff meetings conducted monthly.	ADM 8.4 Staff meetings conducted monthly.	ADM 8.5 Staff meetings conducted monthly.
	Doc			Yearly staff meeting schedule, at least one agenda and sign-in sheet	Yearly staff meeting schedule, at least one agenda and sign-in sheet	Yearly staff meeting schedule, at least one agenda and sign-in sheet	Yearly staff meeting schedule, at least one agenda and sign-in sheet
	ADM 9 Performance Evaluation			ADM 9.2 Staff performance is evaluated at least annually.	ADM 9.3 Staff performance is evaluated in writing at least annually.	ADM 9.4 Staff performance is evaluated in writing at least annually, and as needed for professional improvement.	ADM 9.5 Staff performance is evaluated in writing at least annually, and as needed for professional improvement.
	Doc			Performance evaluation schedule	Performance evaluation schedule and performance evaluation tool	Performance evaluation schedule and performance evaluation tool	Performance evaluation schedule and performance evaluation tool
	ADM 10 Staff Policies and Handbook			ADM 10.2 Staff policies developed.	ADM 10.3 Staff policies developed and included in written handbook.	ADM 10.4 Staff policies developed and included in written handbook provided to all staff members at hire, which includes policies and procedures related to: health; safety; child development; inclusion of children with disabilities and special health care needs; training; positive behavior practices; and staff roles, responsibilities, and benefits.	ADM 10.5 Staff policies developed and included in written handbook provided to all staff members at hire, which includes policies and procedures related to: health; safety; child development; inclusion of children with disabilities and special health care needs; training; positive behavior practices; and staff roles, responsibilities, and benefits.
	ADM 11 Staff Receipt of Handbook						ADM 11.4 Provider maintains written receipt of staff handbook from all employees.	ADM 11.5 Provider maintains written receipt of staff handbook from all employees.
	Doc			Statement of staff policies	Staff handbook	Staff handbook and one signed receipt	Staff handbook and one signed receipt
	ADM 12 Salary and Benefits					ADM 12.3 Incremental salary scale based on education and experience.	ADM 12.4 Incremental salary scale based on education and experience; employee benefits.	ADM 12.5 Incremental salary scale based on education and experience; employee benefits.
	Doc					Current salary scale	Current salary scale, description of employee benefits	Current salary scale, description of employee benefits

Administrative Policies and Practices (Continued)					
ADM		QUALITY RATING LEVELS			
	1	2	3	4	5
ADM 13 Community Resource Information		**ADM 13.2** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.	**ADM 13.3** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.	**ADM 13.4** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.	**ADM 13.5** Information about community resources including referral resources for children with disabilities and special health care needs is kept current and available to families and staff.
ADM 14 Use of Community Resources				**ADM 14.4** Community resources are accessed and used, including but not limited to local public library services.	**ADM 14.5** Community resources are accessed and used, including but not limited to local public library services.
Doc		Statement of how provider identifies and updates community resources	Statement of how provider identifies and updates community resources	Statement of how provider identifies, updates, accesses, and uses community resources	Statement of how provider identifies, updates, accesses, and uses community resources
ADM 15 Transition Plan			**ADM 15.3** Transition plans developed for children, including individualized plans for children with disabilities and special health care needs.	**ADM 15.4** Transition plans developed for children, including individualized plans for children with disabilities and special health care needs, which include policies for sharing information on child assessment and developmental progress.	**ADM 15.5** Transition plans developed for children, including individualized plans for children with disabilities and special health care needs, which include policies for sharing information on child assessment and developmental progress.
Doc			Statement of transition plans: home to program, program to school	Statement of transition plans: home to program, program to school	Statement of transition plans: home to program, program to school

COMMUNITY