

Licensing and Compliance (LIC)						
LIC		QUALITY RATING LEVELS				
		1	2	3	4	5
LICENSING AND COMPLIANCE	LIC 1 Licensing	LIC 1.1 Licensed, open and operating.	LIC 1.2 Licensed, open and operating for at least six months.	LIC 1.3 Fully licensed and not in provisional and/or conditional status.	LIC 1.4 Fully licensed and not in provisional and/or conditional status.	LIC 1.5 Fully licensed and not in provisional and/or conditional status.
	Doc	Valid license (CCATS)	Valid license (CCATS)	Valid license (CCATS)	Valid license (CCATS)	Valid license (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.	LIC 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 The Director and staff meet licensing requirements for School-Age programs.	STF 1.2 The Director and at least 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 The Director and at least 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 The Director and at least 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 The Director and at least 50% of lead staff hold: a current Maryland Child Care Staff Credential at Level 4+ or higher; or an Administrator Credential at Level 2 or higher.
	Doc		Lead staff list, current Maryland Child Care Credential certificates or training certificates for lead staff	Lead staff list, current Maryland Child Care Credential certificates or training certificates for lead staff	Lead staff list, current Maryland Child Care Credential certificates	Lead staff list, current Maryland Child Care Credential certificates

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 Action Pending = a program under Emergency Suspension, Suspension, or Revocation 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 Director or designated staff person has completed MSDE approved Accreditation Training.	ACR 1.3 Within the past 12 months, the Director or designated staff person has visited or had a conversation with a child care program accredited by an organization recognized by MSDE.	ACR 1.4 Accreditation self-study completed and validation visit requested.	ACR 1.5 Accreditation awarded by an organization recognized by MSDE and 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 SCALES	ACR 2	School-Age Program Assessment			ACR 2.3 Self-assessment conducted using SACERS.	ACR 2.4 SACERS conducted by an approved assessor according to the schedule established by MSDE.	ACR 2.5 SACERS 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 assessor
	ACR 3	Program Improvement Plan			ACR 3.3 Process for continuous quality improvement developed, informed by SACERS assessment and program priorities and goals.	ACR 3.4 Process for continuous quality improvement developed and implemented, informed by SACERS assessment, accreditation self-study and program priorities and goals.	ACR 3.5 Process for continuous quality improvement developed and implemented, informed by SACERS assessment, accreditation standards and program priorities and goals.
		Doc			Program Improvement Plan addressing any subscale rating below 4.0, a statement of the process of program improvement	Program Improvement Plan addressing any subscale rating below 4.5, a statement of the process of program improvement	Program Improvement Plan addressing any subscale rating below 5.0, a statement of the process of program improvement

SACERS = School-Age 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

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 Staff uses positive behavioral supports and strategies with children that include providing choices and using redirection.	DAP 3.2 Staff uses positive behavioral supports and strategies with children that include: providing choices, using redirection, and clear rules and expectations.	DAP 3.3 Staff uses 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 Staff uses 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 Staff uses 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

			Developmentally Appropriate Learning and Practice (Continued)				
DAP			QUALITY RATING LEVELS				
			1	2	3	4	5
TEACHING STRATEGIES	DAP 4	Planning		DAP 4.2 Lesson plans include age-appropriate activities based on children's interests and skills; address the developmental needs of each and every child; and include information from an IEP, if provided.	DAP 4.3 Lesson plans include age-appropriate activities reflective of children's interests and skills and include: multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities; address the developmental needs of each and every child, and include information from an IEP, if provided.	DAP 4.4 Lesson plans include age-appropriate activities reflective of children's interests and skills and include: multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities on a daily basis; address the developmental needs of each and every child; and include information from an IEP, if provided.	DAP 4.5 Lesson plans include age-appropriate activities reflective of children's interests and skills and include: multiple literacy, language, science, art, health and wellness, physical fitness, numeracy, anti-bias and culturally competent activities on a daily basis; address the developmental needs of each and every child; and include information from an IEP, if provided.
	DAP 5	Implementation	DAP 5.1 Activities are individualized to address the developmental needs of each and every child and are informed by information from an IEP, if provided.	DAP 5.2 Daily schedule provides adequate access to a variety of activities related to the lesson plan,	DAP 5.3 Daily schedule provides adequate access to a variety of activities related to the lesson plan,	DAP 5.4 Daily schedule provides ample access to a variety of activities related to the lesson plan, including literacy and language, science and math, arts, and physical fitness.	DAP 5.5 Daily schedule provides ample access to a variety of activities related to the lesson plan, including literacy and language, science and math, arts, and physical fitness
		Doc	Daily Schedule or lesson plan	Recent lesson plan, lesson planning process statement, Daily Schedule,	Recent lesson plan, lesson planning process statement, Daily Schedule	Recent lesson plan, lesson planning process statement, Daily Schedule	Recent lesson plan, lesson planning process statement, Daily Schedule
	DAP 6	Screen Time		DAP 6.2 Television, computers or other media devices are used only when directly related to facilitated learning experiences	DAP 6.3 Television, computers or other media devices are used only when directly related to facilitated learning experiences	DAP 6.4 Television, computers or other media devices are used only when directly related to facilitated learning experiences.	DAP 6.5 Television, computers or other media devices are used only when directly related to facilitated learning experiences.
		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

IEP = Individualized Education Program

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 activity planning and implementation.	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 activity planning and implementation.
	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 The program participates in the Child and Adult Care Food Program (CACFP).	ADM 3.4 The program participates in the Child and Adult Care Food Program. (CACFP)	ADM 3.5 The program 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 Program provides 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 Program provides 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 Program provides 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, a copy of a weekly menu served within the past month	Nutrition Policy, a copy of a weekly menu served within the past month	Nutrition Policy, a copy of a weekly menu served within the past month

Ineligibility/Non-Participation form is available in the Maryland EXCELS online system

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 Communication		ADM 6.2 Staff members communicate with families about child progress, concerns, and program planning.	ADM 6.3 Staff members communicate with families and/or teachers about child progress, concerns, and program planning.	ADM 6.4 Written communication policy supports open and confidential communication regarding child progress, concerns, program planning, and provides opportunities for conferences between staff and family.	ADM 6.5 Written communication policy supports open and confidential communication regarding child progress, concerns, program planning, and provides opportunities for conferences between staff and family and/or agencies working with the family including special education services or school.
	Doc		Communication Policy	Communication Policy	Communication Policy, statement of conference request procedures	Communication Policy, statement of conference request procedures
	ADM 7 IEP	ADM 7.1 Copy of a child's IEP is requested and staff works with the family and special education service providers to support child and family outcomes.	ADM 7.2 Copy of a child's IEP is requested and staff works with the family and special education service providers to support child and family outcomes.	ADM 7.3 Copy of a child's IEP is requested and staff works with the family and special education service providers to support child and family outcomes.	ADM 7.4 Copy of a child's IEP is requested and staff works with the family and special education service providers to support child and family outcomes.	ADM 7.5 Copy of a child's IEP is requested and staff works with the family and special education service providers to support child and family outcomes.
	Doc	Enrollment/intake documentation, schedule of special education services (if applicable)	Enrollment/intake documentation and, if applicable, schedule of special education services (if applicable)	Enrollment/intake documentation, schedule of special education services (if applicable)	Enrollment/intake documentation, schedule of special education services (if applicable)	Enrollment/intake documentation, schedule of special education services (if applicable)

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 Evaluations		ADM 9.2 Staff performance evaluated at least annually.	ADM 9.3 Staff performance evaluated in writing at least annually.	ADM 9.4 Staff performance evaluated in writing at least annually, and as needed for professional improvement.	ADM 9.5 Staff performance 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 Program maintains written receipt of staff handbook from all employees.	ADM 11.5 Program 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
COMMUNITY	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 program identifies and updates community resources	Statement of how program identifies and updates community resources	Statement of how program identifies, updates, accesses, and uses community resources	Statement of how program 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 progress.	ADM 15.5 Transition plans in place for children, including children with disabilities and special health care needs, which include policies for sharing information on child progress.
	Doc			Statement of transition plans: home to program, within program, program to school	Statement of transition plans: home to program, within program, program to school	Statement of transition plans: home to program, within program, program to school