



Family Child Care Programs

STANDARDS

Standards	To Attain and Maintain Step One	To Attain and Maintain Step Two	To Attain and Maintain Step Three	To Attain and Maintain Step Four
Standards	Step 1 Program	Step 2 Program Meets Step 1 standards plus those listed below	Step 3 Program Step 2 standards plus those listed below	Step 4 Program Step 3 standards plus those listed below
Compliance History/ Licensing Status	1. Facility meets regulatory standards. 2. Facilities in operation for less than one year cannot be rated. <i>And</i>	1. Program is in compliance with licensing regulations. 2. The facility has no substantiated serious violations in the past year. <i>And</i>	1. Program is in compliance with licensing regulations. 2. The facility has no substantiated serious violations in the past three years. <i>And</i>	1. Program is in compliance with licensing regulations. 2. The facility has no substantiated serious violations in the past three years. <i>And</i>
Learning Environment/ Developmentally Appropriate Practice	3. The learning environment, materials, and daily schedule pass the assessment for regulatory licensing standards <i>And</i>	3. The program follows a daily schedule and the learning environment supports the interests of the children. (NAFCC 3.17) 4. The program has a written method for curriculum planning that includes planning from children's interests and skills. (NAFCC 3.6) <i>And</i>	3. The Infant Toddler Learning Guidelines and/or Early Childhood Learning Guidelines are on site, available to staff and are referenced during curriculum planning. <i>And</i>	3. Provider caring for children ages 3-5 has completed the training on implementing curriculum based on Maine's Early Childhood Learning Guidelines. 4. Maine's Early Childhood Learning Guidelines are consistently used to guide the development of an age appropriate curriculum for children ages 3-5. <i>And</i>
Program Evaluation	4. The program is maintained through re-licensing and maintains regulatory standards. <i>And</i>	5. The program provides an opportunity to identify strengths and weaknesses and is inclusive of staff and families. 6. FCC providers with staff will allow for discussion and feedback around the assessment. <i>And</i>	3. The program is evaluated yearly using a self assessment tool and has a written improvement plan based upon findings of a comprehensive self-assessment designed to analyze all aspects of the program. <i>And</i>	4. Holds current accreditation from National Association of Family Child Care (NAFCC). <i>And</i>
Staffing and Professional Development	5. All staff holds qualifications according to regulations for licensed programs. 6. 100% of permanent/regular staff members are registered in MRTQ Registry. <i>And</i>	9. Owner/Director is at level 3 or above on the MRTQ Direct Care Career Lattice. 10. Programs (including FCC providers who employ staff) hold staff meetings on a monthly basis. <i>And</i>	3. Owner/Director is at level 4 or above on the MRTQ Direct Care Career Lattice, has a professional development plan prepared annually, 10 hours of professional growth activities per year above the regulatory minimum. <i>And</i>	5. Owner/Director is at a level 4 or above on MRTQ Direct Care Career Lattice and holds a valid CDA or college degree in ECE or related degree. <i>And</i>
Administrative Policies and Procedures	7. The program operates as required by regulations. <i>And</i>	11. Programs (including FCC providers who employ staff not related to them) have an employee handbook detailing policies for at least hiring and firing, advancement, grievance, sexual harassment, and child abuse reporting. 12. The assistant, unless a family member, has a written job description defining responsibilities. The provider offers an annual review of the assistant's job performance. (NAFCC 5.30) 13. The provider gives written policies to parents: areas covered in written policies include- substitute care arrangement, persons authorized to pick up child, illness, administering medication, emergencies, guidance and discipline, parent conferences and visits, if relevant, transportation and/or field trips. (NAFCC 5.19) <i>And</i>	4. The provider gathers information about children's interests and needs through observation and conversations with parents. She uses this information to set goals that support the children's development. (NAFCC 3.4) (NAFCC standards 3.5 and 3.6 also support this) 5. Consistency of care- Children are not left with a substitute more than 20% of the time (such as 1 hour per every 5 hours, or 1 day per 5 day week, may be averaged over time) (NAFCC 5.35) <i>And</i>	6. The assistant, unless a family member, is paid at least the minimum wage. If the assistant works more than 15 hours a week, the provider pays the employer's share of social security and workers' compensation. (NAFCC 5.31) <i>And</i>
Parent/Family Involvement	8. The program has handbooks and policies as required by regulations. 9. Communicates with parents as required by regulations. <i>And</i>	15. The program has a written philosophy about the relationship between the parents and the program, which is shared with parents when their children are enrolled. <i>And</i>	7. Parents are offered at least 1 parent conference a year to discuss the child's progress, behavior, social and physical needs. (NAFCC 1.16) 8. Parent Surveys are done annually. The survey tool must be approved by DHHS or the program may use the one provided by DHHS. 8. Parents of infants and toddlers are provided with written daily communication about their child's day. (NAFCC 1.14) <i>And</i>	7. Program has a documented plan to involve families and offer opportunities for individualized parent involvement. This can include: <ul style="list-style-type: none"> • Sharing a meal with their child • Talent show • Circle time with a parent • Barbeque • fundraiser (NAFCC 1.19 and 1.27) <i>And</i>
Family Resources	N/A	16. The program makes families aware of local and state resources available to them. These resources may include: Resource Development Centers, Child Development Services, Maine Parent Federation, WIC, MaineCare, local community events etc.) Ways to inform parents of these resources may include: Parent resource library, bulletin boards, enrollment packets etc.) (NAFCC 5.12) <i>And</i>	9. Program maintains current and accurate information about community resources by connecting with their local Resource Development Center. <i>And</i>	Same as previous Step <i>And</i>
Authentic Assessment	10. The program meets the regulatory requirements for child observation which includes observation of children at arrival and throughout the day for obvious signs of illness.	17. Evidence is collected 2 times per year on children's development in the following areas: <ul style="list-style-type: none"> • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning. For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers-Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning <i>Observation is addressed in the Record Keeping section of the NAFCC standards (5.21-5.25), however it does not indicate a certain number of observations required annually.</i>	10. Evidence is collected 3 times per year on children's development in the following areas: <ul style="list-style-type: none"> • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning. For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning	8. Evidence is collected 4 times per year on children's development in the following areas: <ul style="list-style-type: none"> • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning. For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning



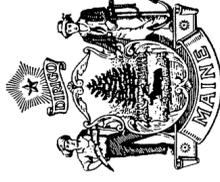
Improving Early Care and Education - One step at a time

STANDARDS

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A summary of quality indicators in the areas of Licensing compliance, Learning Environment, Program Evaluation, Staffing and Professional Development, Administrative Policies and Procedures, Family Resources and Involvement, and Authentic Assessment that define Maine's Quality Rating System for Family Child Care Programs



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