



School Age Child Care Programs

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 Meets minimum licensing standards	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. (National Afterschool Association ((NAA)) Key 12.a) 4. The NAA Accreditation Standards are used to guide the development of an age appropriate curriculum and activities. (Keys 13, 14, 15) <i>And</i>	Same as previous step. <i>And</i>	Same as previous step. <i>And</i>
Program Evaluation	4. The program is maintained through re-licensing and maintains regulatory standards. <i>And</i>	5. The program is evaluated yearly using a self assessment tool (Accreditation Guidelines, age appropriate environment rating scale or another tool that has DHHS approval) and has a written improvement plan based upon findings of self-assessment. (Key 35, standards) 6. Staff members provide input for and receive feedback in the assessment. <i>And</i>	3. Program conducts a child survey annually and uses information from these surveys in program improvement. (Key 35, Standard c) <i>And</i>	3. Holds current accreditation from NAA. <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 Maine Roads to Quality (MRTQ) Registry. <i>And</i>	7. 25% of all staff members in Direct Care positions are at a level 3 or above on the MRTQ Direct Care Career Lattice. (this criteria exists until the appropriate credentials are developed or adopted as part of the career lattice under level 4) 8. Programs hold staff meetings on a monthly basis. (Key 34, standard c “regular basis”) <i>And</i>	4. At least 50% of all staff members in direct care positions are at a level 3 or above on the MRTQ Direct Care Career Lattice, have a professional development plan prepared annually, 10 hours of professional growth activities per year above the regulatory minimum. <i>And</i>	4. Program staff meets the experience/education/professional preparation as outlined in the NAA accreditation standards. (Key 31) <i>And</i>
Administrative Policies and Procedures	7. The program operates as required by regulations. <i>And</i>	9. Programs have an employee handbook detailing policies for at least hiring and firing, advancement, grievance, sexual harassment, and child abuse reporting. (Key 32) 10. Program staff members have regular opportunities to refine their skills through a system of feedback and guidance (e.g. job performance evaluation. (Key 34, Standard d) 11. The program has a handbook that includes the handbook requirements within licensing and the following additional policies and procedures around attendance, discipline, health and safety, field trips, and holidays. (Key 30, Standards a & b) <i>And</i>	5. Staff members (with curriculum planning responsibilities) are provided with at least 1 hour of time per week out of the setting for curriculum planning that directly relates to the development of age appropriate activities. (Key 34, Standards b & c) 6. Programs that employ staff offer a benefit package including, at minimum, two of the following: reduced child care rates for children of staff, tuition reimbursement, paid training, mileage reimbursement for training and education, health insurance, dental insurance, disability insurance, retirement plan, paid vacation, paid sick time, paid personal time, paid holidays. (Key 34, Standards a & b) 7. Programs that employ staff offer them the opportunity to participate in the development and/or revision of program policies. (ex. Policy review can be staff meeting agenda item) (Keys 34d, 35c) <i>And</i>	5. Program has a plan to implement a salary scale that is based on professional qualifications, length of employment, and performance evaluation. (Key 34) <i>And</i>
Parent/Family Involvement	8. The program has handbooks and policies as required by regulations. 9. The program communicates with parents as required by regulations. <i>And</i>	14. 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. (Keys 23 & 36) <i>And</i>	8. Parents are offered at least 2 parent conferences a year to discuss the child’s progress, behavior, social and physical needs. 9. Parent Surveys are done annually. The survey tool must be approved by DHHS or the program may use the one provided by DHHS. (Annually through Accreditation process and for Interim Reports) 10. Program has a parent advisory/involvement group and provides opportunities for parent involvement in the program that embody the written philosophy of parent-program relationship. (Keys 23 & 35) <i>And</i>	6. Program has a documented plan to involve families and offer opportunities for individualized parent involvement. This can include: • Volunteering (not-for-profit centers only) • Sharing a meal with their child • Talent show • Barbeque • fundraiser (Keys 23d, 24) <i>And</i>
Family Resources	N/A	15. 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.) Key 25 <i>And</i>	11. Program maintains current and accurate information about community resources by connecting with their 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.	16. Evidence is collected 2 times per year on children’s development in the following areas: • 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.	12. Evidence is collected 3 times per year on children’s development in the following areas: • 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.	7. Evidence is collected 4 times per year on children’s development in the following areas: • 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.



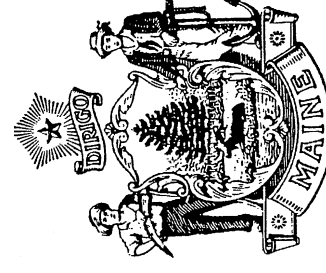
Improving Early Care and Education - One step at a time

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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 School Age Child Care Programs



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Printing funded by Child Care and Development Fund
U.S. Department of Health and Human Services