

Licensing and Compliance (LIC)						
LIC		CHECK 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		CHECK LEVELS				
		1	2	3	4	5
STAFF QUAL / PD	STF 1 Education / Experience	STF 1.1 The Director and staff meet licensing requirements for Center Based Child Care Programs.	STF 1.2 The Director and at least 60% 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 60% 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 60% 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 60% 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 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		CHECK 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 Classroom Assessment			ACR 2.3 Self-assessment conducted using ERS or CLASS for at least one classroom from each age group as defined by the scales.	ACR 2.4 ERS or CLASS conducted by an approved assessor according to the schedule established by MSDE for at least one classroom from each age group as defined by the scales.	ACR 2.5 ERS or CLASS conducted by an approved assessor according to the schedule established by MSDE for at least one classroom from each age group as defined by the scales.
	Doc			Rating Scale Score Sheet(s)	Rating Scale Score Sheet completed by MSDE	Rating Scale Score Sheet completed by MSDE assessor
	ACR 3 Program Improvement Plan			ACR 3.3 Process for continuous quality improvement developed, informed by ERS/CLASS assessment(s) and program priorities, including school readiness goals and objectives.	ACR 3.4 Process for continuous quality improvement developed and implemented, informed by ERS/CLASS assessment(s), 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 ERS/CLASS assessment(s), 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.

ERS = Environment Rating Scale – Infant/Toddler, Preschool, School-Age (as appropriate).

CLASS = Classroom Assessment Scoring System (Head Start, Preschool for All classrooms and Public Pre-K programs only)

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.

DAP		Developmentally Appropriate Learning and Practice (DAP)				
		CHECK 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 (DAP)							
DAP		CHECK LEVELS					
		1	2	3	4	5	
TEACHING STRATEGIES	DAP 4	Curriculum		DAP 4.2 MSDE Healthy Beginnings, MMSR or state-recommended or recognized curriculum guides the lesson planning process.	DAP 4.3 MSDE Healthy Beginnings, MMSR or state-recommended or recognized curriculum guides the lesson planning process.	DAP 4.4 Implementation of a curriculum that is aligned with the MMSR 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 for each age group, Daily Schedule	Recent lesson plan for each age group, Daily Schedule	Recent lesson plan for each age group, 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*

MMSR = Maryland Model for School Readiness

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		CHECK 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 Staff observes children's developmental progress.	DAP 9.3 Staff observes children's progress using developmental checklists.	DAP 9.4 Staff observes children's progress using developmental checklists that are either designed for or aligned with the curriculum.	DAP 9.5 Staff 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	CHECK 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 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, 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

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

Administrative Policies and Practices (ADM)

ADM		CHECK 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 Program conducts family conferences.	ADM 6.2 Program conducts family conferences at least once a year.	ADM 6.3 Program conducts family conferences at least once a year.	ADM 6.4 Program conducts family conferences at least twice a year.	ADM 6.5 Program 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 staff 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 staff 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 staff 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 staff 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 staff 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)

Administrative Policies and Practices (Continued)

ADM		CHECK 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 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 and 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 and 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		CHECK 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 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, 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