

MARYLAND EXCELS

Quick Guide to Quality Ratings 1-3

Family Child Care



Updated July 2023

[Blank page]

<u>Publishing a Quality Rating 1</u>	5
DAP 3.1: Positive Behavioral Practices Policy	5
DAP 6.1: Daily Schedule or Lesson Plan	5
ADM 1.1: Family Handbook, Contract, or Enrollment Agreement	5
ADM 6.1: Conference Schedule and Statement	5
ADM 7.1: IEP/IFSP	5
<u>Publishing a Quality Rating 2</u>	6
STF 1.2: Lead Staff Credential Certificates	6
ACR 1.2: Accreditation Reflection	6
DAP 1.2: Philosophy Statement	6
DAP 2.2: Selection and Use of Materials Statement	6
DAP 3.2: Positive Behavior Practices Policy	6
DAP 4.2: Curriculum Statement	6
DAP 5.2: Lesson Planning Process Statement	7
DAP 6.2: Daily Schedule and Recent Lesson Plan	7
DAP 7.2: Screen Time Policy	7
DAP 9.2: Observation Practices Statement	7
ADM 5.2: Examples of Family Engagement Opportunities	7
ADM 6.2: Family Conferences	7
ADM 8.2: Yearly Staff Meeting Schedule, Agenda, and Sign-In Sheet	8
ADM 9.2: Staff Performance Evaluation Schedule	8
ADM 10.2: Staff Policies/Handbook Statement	8
ADM 13.2: Community Resources Statement	8
<u>Publishing a Quality Rating 3</u>	9
STF 1.3: Lead Staff Credential Certificates	9
ACR 1.3: Accreditation Interview Verification	9
ACR 2.3: Self-Assessment Score Sheet	9
ACR 3.3: Program Improvement Plan	9
DAP 1.3: Written Philosophy Statement	9
DAP 2.3: Selection and Use of Materials Statement	10
DAP 3.3: Positive Behavioral Practices Policies	10
DAP 5.3: Lesson Planning Process Statement	10
DAP 6.3: Lesson Plan and Daily Schedule	10
DAP 9.3: Observation Practices and Developmental Checklist	11
ADM 1.3: Family Handbook, Written Agreement, or Contract	11
ADM 3.3: Child and Adult Care Food Program Participation	11
ADM 4.3: Nutrition Policy and Recent Weekly Menu	11
ADM 5.3: Examples of Family Engagement Opportunities	11
ADM 8.3: Yearly Staff Meeting Schedule, Agenda, and Sign-In Sheet	12
ADM 9.3: Performance Evaluation Schedule and Performance Evaluation Tool	12
ADM 10.3: Staff Handbook	12
ADM 12.3: Incremental Salary Scale	12
ADM 15.3: Transition Plans Statement	12

Program Information and Contacts

Maryland EXCELS Information	
Registration/anniversary date:	
Username/full email address:	
Password:	
Quality Assurance Specialist (QAS) contact information:	
Program Coordinator (PC) contact information:	
24/7 Technology Support:	443-872-9250 Complete the form at tinyurl.com/excels-helpdesk
Maryland EXCELS Tutorials for the online system:	tinyurl.com/excels-tutorials
Maryland EXCELS Toolkit for increasing quality ratings:	https://marylandexcelstoolkit.org/

Division of Early Childhood Information	
Regional licensing office:	
Maryland Child Care Credential Program:	Child Care Central 1-877-355-1229 mcccredential@conduent.com P.O. Box 598 Baltimore, MD 21203
Child Care Scholarship Invoices:	Fax: 202-478-5117 CCSInvoices@maryland.gov
Child Care Scholarship Customer Service:	CCS Central 2 1-877-227-0125 tinyurl.com/scholarship-question If no response in 5 business days: Shavon.matthews1@maryland.gov

Other support resources	
Regional Child Care Resource Center:	

Publishing a Quality Rating 1

Step 1: Complete enrollment information

- Select My Programs → Program Menu wheel → Enrollment

Step 2: Go back to Select My Program and exit Step by Step

Subcategory and Required Evidence To Upload	Date Uploaded
DAP 3.1: Positive Behavioral Practices Policy	
<input type="checkbox"/> Shared with families and staff (i.e, in your handbook) <input type="checkbox"/> A policy explaining that the provider uses redirection and provides choices <input type="checkbox"/> Examples of both	
DAP 6.1: Daily Schedule or Lesson Plan	
<p>Your daily schedule or lesson plan should clearly show the following:</p> <input type="checkbox"/> Circles around individualized activities to address the developmental needs of each child <input type="checkbox"/> Complete/update the Enrollment page. <p>In the comment section, note whether or not the program has been provided with an IEP/IFSP for any of the currently enrolled children.</p> <ul style="list-style-type: none"> • If provided with an IFSP/IEP, explain how you meet the objectives for that child. 	
ADM 1.1: Family Handbook, Contract, or Enrollment Agreement	
<p>Your family handbook, contract, or enrollment agreement must include the following:</p> <input type="checkbox"/> Health and safety policies <input type="checkbox"/> Information on tuition and fees <input type="checkbox"/> A statement on the inclusion of children with disabilities and special health care needs	
ADM 6.1: Conference Schedule and Statement	
<p>A statement that describes when and how often conferences are held</p> <ul style="list-style-type: none"> • Must describe how families are informed about the conferences <u>and</u> the process families follow to sign up for the conference 	
ADM 7.1: IEP/IFSP	
<input type="checkbox"/> Enrollment/intake documentation showing program requests the family to share the IEP/IFSP <input type="checkbox"/> If an IEP/IFSP has been shared with the program, include a statement of how the program works with families and service providers <input type="checkbox"/> If no IEP/IFSP (or information from one) has been provided, leave a comment	

Publishing a Quality Rating 2

Subcategory and Required Evidence To Upload	Date Uploaded
STF 1.2: Lead Staff Credential Certificates	
<p>50% of LEAD staff credentialed at a level 2 or higher OR upload equivalent trainings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Maryland Child Care Staff or Administrator Credential certificate or award letter, OR equivalent training documentation <input type="checkbox"/> Comment identifying the Provider, Co-Provider (if applicable), and all lead staff (Large Family Child Care Homes) 	
ACR 1.2: Accreditation Reflection	
<p>Within the last 12 months, the provider has completed MSDE-approved Accreditation training.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Reflection and Planning Form, found at tinyurl.com/accred-reflection 	
DAP 1.2: Philosophy Statement	
<ul style="list-style-type: none"> <input type="checkbox"/> The philosophy statement must clearly describe the following: <ul style="list-style-type: none"> ● Developmentally appropriate environment ● Welcomes children of all abilities ● Balance of child-initiated and teacher-directed activities 	
DAP 2.2: Selection and Use of Materials Statement	
<ul style="list-style-type: none"> <input type="checkbox"/> The selection and use of materials statement must include descriptions of how your selections are/do the following: <ul style="list-style-type: none"> ● Developmentally appropriate ● Reflect children’s interests ● Support children of all abilities 	
DAP 3.2: Positive Behavior Practices Policy	
<ul style="list-style-type: none"> <input type="checkbox"/> The positive behavior practices policy must include descriptions of you provide the following: <ul style="list-style-type: none"> ● Redirection ● Providing choices ● Clear rules & expectations 	
DAP 4.2: Curriculum Statement	
<ul style="list-style-type: none"> <input type="checkbox"/> A statement of how your program uses curriculum that is aligned with the Maryland Early Learning Standards or a State-approved curriculum (Creative Curriculum) to guide the lesson planning process 	

Continues →

Publishing a Quality Rating 2, contd.

DAP 5.2: Lesson Planning Process Statement	
<input type="checkbox"/> A statement of how lesson plans include the following: <ul style="list-style-type: none"> ● Age-appropriate activities ● Reflect children’s interests & skills ● Addresses developmental needs of all children ● Includes information from IEP/IFSP if provided 	
DAP 6.2: Daily Schedule and Recent Lesson Plan	
<input type="checkbox"/> A schedule and a lesson plan that include the following: <ul style="list-style-type: none"> ● Whole group, small group and individual learning experiences ● Transition time ● Literacy and reading opportunities ● A comment must be added to note if any children currently enrolled have an IEP or IFSP <input type="checkbox"/> Identify the required items by circling and labeling these activities on your daily schedule and/or lesson plan. <input type="checkbox"/> Update enrollment	
DAP 7.2: Screen Time Policy	
<input type="checkbox"/> The screen time policy is shared with families and must reflect the following: <ul style="list-style-type: none"> ● Television, computers, and other media devices are used only when directly related to facilitated learning experiences ● No screen time for children under the age of 2 	
DAP 9.2: Observation Practices Statement	
<input type="checkbox"/> The observation practices statement must include the following: <ul style="list-style-type: none"> ● How your program conducts observations ● Who conducts the observations ● When and how often observations are conducted ● How information from observations is used to inform program activities 	
ADM 5.2: Examples of Family Engagement Opportunities	
<input type="checkbox"/> Evidence of at least 2 different types of family engagement opportunities offered to families within the past 12 months	
ADM 6.2: Family Conferences	
<input type="checkbox"/> A conference schedule showing that conferences are offered at least once a year <input type="checkbox"/> A statement explaining: <ul style="list-style-type: none"> ● How your program informs families about conferences ● How families sign up for conferences 	

Continues →

Publishing a Quality Rating 2, contd.

ADM 8.2: Yearly Staff Meeting Schedule, Agenda, and Sign-In Sheet

If you have additional staff:

- Submit a copy of a staff meeting schedule, a staff meeting agenda, and a staff meeting sign-in sheet
- All documentation must be dated within the past 12 months

If you do not have additional staff:

- Add a comment stating you do not have additional staff and submit for review.

ADM 9.2: Staff Performance Evaluation Schedule

If you have additional staff:

- Submit a copy of an evaluation schedule reflecting yearly performance evaluations

If you do not have additional staff:

- Add a comment stating you do not have additional staff and submit for review.

ADM 10.2: Staff Policies/Handbook Statement

If you have additional staff:

- Upload a copy of your staff handbook or policies and procedures.

If you do not have additional staff:

- Add a comment stating you do not have additional staff and submit for review.

ADM 13.2: Community Resources Statement

- Provide a statement that describes:
 - Community resources available to families and staff
 - Referral resources available to families and staff for children with special health care needs and disabilities
 - How resources are identified and kept current
 - Ways families and staff access the available resources

Publishing a Quality Rating 3

Subcategory and Required Evidence To Upload	Date Uploaded
STF 1.3: Lead Staff Credential Certificates	
<p>50% of LEAD staff credentialed at a level 3 or higher OR upload equivalent trainings.</p> <p><input type="checkbox"/> Submit all of the following:</p> <ul style="list-style-type: none"> ● Current Maryland Child Care Staff or Administrator Credential certificate/award letter, or equivalent training documentation ● A comment identifying the Provider, Co-Provider (if applicable), and all lead staff (Large Family Child Care Homes) 	
ACR 1.3: Accreditation Interview Verification	
<p><input type="checkbox"/> Visit or have a conversation with a NAFCC accredited program</p> <p><input type="checkbox"/> Submit an Accreditation Interview/Visit Form, found at tinyurl.com/accred-interview</p>	
ACR 2.3: Self-Assessment Score Sheet	
<p><input type="checkbox"/> Submit a Self-Assessment Summary Score Sheet, found at tinyurl.com/fcc-assess</p>	
ACR 3.3: Program Improvement Plan	
<p><input type="checkbox"/> Complete a Program Improvement Plan, found at tinyurl.com/excels-pip, including the following:</p> <ul style="list-style-type: none"> ● Address any sub score under 4.0 from self-assessment (ACR 2.3) ● Address school readiness goals ● Address program priorities ● Statement of the process of program improvement 	
DAP 1.3: Written Philosophy Statement	
<p><input type="checkbox"/> A philosophy statement that describes how your program:</p> <ul style="list-style-type: none"> ● Provides a developmentally appropriate environment for the children you serve ● Welcomes children of all abilities ● Balances child-initiated and teacher-directed activities ● Reflects the children’s interests, primary languages, and cultural backgrounds 	

Continues →

Publishing a Quality Rating 3, contd.

DAP 2.3: Selection and Use of Materials Statement

- A learning statement that describes how materials are:
- Developmentally appropriate
 - Accessible
 - Supportive of multiple modes of exploration and learning
 - Reflective of children’s interests
 - Supportive of all abilities

DAP 3.3: Positive Behavioral Practices Policies

- A discipline policy/statement that describes how your program provides:
- The policy for families and staff
 - Choices
 - Re-direction
 - Clear rules and expectations
 - Reflection and problem solving

DAP 5.3: Lesson Planning Process Statement

- A lesson planning process statement that describes how lesson plans:
- Include age appropriate activities
 - Include domain based activities
 - Reflect children’s interests & skills
 - Are informed by observations
 - Address developmental needs of all children enrolled Includes information from IEP/IFSP if provided

DAP 6.3: Lesson Plan and Daily Schedule

- Submit a lesson plan and daily schedule for each age group that includes the following:
- Domain-based activities that address children’s individual developmental needs
 - Inclusion of any IEPs or IFSPs
 - Opportunities for whole group, small group, and individual learning
 - Adequate time for transitions, literacy, and reading opportunities
- Identify the required items by circling and labeling these activities on your daily schedule and/or lesson plan.

Continues →

Publishing a Quality Rating 3, contd.

DAP 9.3: Observation Practices and Developmental Checklist	
<input type="checkbox"/> A statement of your observation practices that describes: <ul style="list-style-type: none"> ● How your program uses developmental checklists to monitor children’s developmental progress ● Who conducts observations using developmental checklists ● When and how often observations and developmental checklists are completed ● How information from observations and developmental checklists is used to inform program activities <input type="checkbox"/> A developmental checklist used in your program (samples found at tinyurl.com/cdc-devchecklist)	
ADM 1.3: Family Handbook, Written Agreement, or Contract	
<input type="checkbox"/> Your family handbook, written agreement or contract that includes your program’s: <ul style="list-style-type: none"> ● Mission or philosophy statement ● Policies and practices for <ul style="list-style-type: none"> ■ Health ■ Safety ■ Positive Behavior Practices ■ Tuition/Enrollment ■ Inclusion of children with special health needs and disabilities 	
ADM 3.3: Child and Adult Care Food Program Participation	
<input type="checkbox"/> Submit documentation for review if you participate or complete the CACFP non-participant form, found at tinyurl.com/excels-cacfp	
ADM 4.3: Nutrition Policy and Recent Weekly Menu	
<input type="checkbox"/> Submit your program’s nutrition policy that reflects how your program: <ul style="list-style-type: none"> ● Provides fresh fruit and vegetables at least twice a week ● Monitors meals provided from home and supplements as necessary to ensure that children receive healthy and balanced meals and snacks. <input type="checkbox"/> If your program provides meals or snacks, submit a recent weekly menu (dated within the last month)	
ADM 5.3: Examples of Family Engagement Opportunities	
<input type="checkbox"/> Submit evidence of at least 3 different types of family engagement opportunities	

Continues →

Publishing a Quality Rating 3, contd.

ADM 8.3: Yearly Staff Meeting Schedule, Agenda, and Sign-In Sheet	
<p>If you have additional staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit a staff meeting schedule reflecting monthly meetings <input type="checkbox"/> A staff meeting agenda dated in the last year <input type="checkbox"/> A staff meeting sign-in sheet dated in the last year <p>If you do not have additional staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add a comment stating you do not have additional staff and submit for review. 	
ADM 9.3: Performance Evaluation Schedule and Performance Evaluation Tool	
<p>If you have additional staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A performance evaluation schedule that you share with your staff members <ul style="list-style-type: none"> • The schedule should clearly show that evaluations are conducted at least once a year with each staff member • Your schedule may be in any format, including as a policy given to staff members as part of a staff handbook <input type="checkbox"/> A copy of your program's performance evaluation tool <p>If you do not have additional staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add a comment stating you do not have additional staff and submit for review. 	
ADM 10.3: Staff Handbook	
<p>If you have additional staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upload your staff handbook <p>If you do not have additional staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add a comment stating you do not have additional staff and submit for review. 	
ADM 12.3: Incremental Salary Scale	
<ul style="list-style-type: none"> <input type="checkbox"/> Submit documentation showing an incremental salary scale based on education and experience <input type="checkbox"/> Include a statement on how this information is shared with staff 	
ADM 15.3: Transition Plans Statement	
<ul style="list-style-type: none"> <input type="checkbox"/> Submit a statement that describes your program's transition plan, including: <ul style="list-style-type: none"> • Children's transitions upon enrollment (from home to your program) • Children's transitions within your program (between age groups or classrooms) • Children's transitions from your program to school settings • How your program individualizes transition plans for children with disabilities or special health care needs <ul style="list-style-type: none"> ■ Even if no children with special health care needs or disabilities are currently enrolled in your program, be sure to include a description of how your program would individualize transition plans for these children 	