



Head Start 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	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. [1304.53(a)(6)]* 2. Facilities in operation for less than one year cannot apply to the QRS. <i>And</i>	1. Program is in compliance with licensing regulations. [1304.53(a)(6)]* 2. The facility has no substantiated serious violations in the past year. <i>And</i>	1. Program is in compliance with licensing regulations. [1304.53(a)(6)]* 2. The facility has no substantiated serious violations in the past three years. <i>And</i>	1. Facility is in compliance with licensing regulations. [1304.53(a)(6)]* 2. The facility has no substantiated serious violations in the past three years. <i>And</i>
Learning Environment/ Developmentally Appropriate Practice		3. The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to the individual needs of children. The schedule provides time and support for transitions, includes both indoor and outdoor experiences and is responsive to the child's need to rest or be active. [1304.21]* 4. The program has a written method for curriculum planning that includes planning from children's interests and skills. [1304.21(c)(2)]* 5. Each program site has 1 teacher or staff member responsible for educational programming has completed the training in Maine's Early Childhood Learning Guidelines. <i>And</i>	3. The Early Childhood Learning Guidelines (ECLG) and/or Infant Toddler Learning Guidelines (ITLG) are on site, available to staff and are referenced during curriculum planning. 4. 50% of lead teachers (per program site) working with children ages 3-5 have completed the training on implementing curriculum based on Maine's Early Childhood Learning Guidelines. <i>And</i>	3. Each classroom with 3-5 year olds has a lead teacher who 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		6. The program provides an opportunity to identify strengths and weaknesses and is inclusive of staff, administrators and families. A written plan for improvement based on the reflective practice is kept in the portfolio and made available for on-site review. [1304.51(a)(1)(i)-(iii)]* <i>And</i>	5. The program is evaluated yearly using a self assessment tool. (Accreditation Guidelines, Head Start Standards, age appropriate environment rating scale, High Scope) and has a written improvement plan based upon findings of a comprehensive self-assessment designed to analyze all aspects of the program. [1304.51(a)(1)(i)-(iii)]* <i>And</i>	5. Holds current NAEYC accreditation or is a Head Start Program with a Gold or Blue designation. <i>And</i>
Staffing and Professional Development	3. 100% of staff members are registered in Maine Roads to Quality (MRTQ) Registry.	7. At least 50% of lead teachers are at a level 5 or above on the MRTQ Career Lattice. [1304.51(e) & HS Act 648A]* 8. Programs hold staff meetings on a monthly basis. <i>And</i>	4. At least 50% of staff members in direct care positions are at least a level 5 on MRTQ Career Lattice. [1304.51(e) & HS Act 648A]* All staff have a professional development plan prepared annually [1304.52(i)]* and 10 hours of professional growth activities per year above the regulatory minimum. <i>And</i>	6. Director is at a level 5 or above on the MRTQ Administrative/Management Coordination Career Lattice OR at a level 6 or above on the MRTQ Direct Care Career Lattice AND 50% of lead teachers are at level 6 or above on MRTQ Direct Care Career Lattice. <i>See Head Start Act 648A – Alternatives A and/or B would not meet level 6 of the MRTQ Direct Care Career Lattice</i> <i>And</i>
Administrative Policies and Procedures		9. Programs have an employee handbook detailing policies for at least hiring and firing, advancement, grievance, sexual harassment, and child abuse reporting. [1301.31]* 10. All staff are evaluated at least annually by an appropriate supervisor. [1304.52(i)]* 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. <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. 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. 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) [1304.51(b)]* <i>And</i>	7. Program has a plan to implement a salary scale that is based on professional qualifications, length of employment, and performance evaluation. <i>And</i>
Parent/Family Involvement		13. 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. [1304.40(a)(1), (a)(2)]* <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. [1304.40(e)(5)]* 9. Parent Surveys are done annually. The survey tool must be approved by DHHS or the program may use the one provided by DHHS. [1304.51]* 10. Parents of infants and toddlers are provided with written daily communication about their child's day 11. 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. [1304 & 1304.50]* <i>And</i>	8. Program has a documented plan to involve families and offer opportunities for individualized parent involvement. This can include: • Volunteering • Sharing a meal with their child • Talent show • Circle time with a parent • Barbeque • fundraiser [1304.40(e)(5), 1304.51, 1304, 1304.50]* <i>And</i>
Family Resources		14. 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.). [1304.40(b) & (c)]* <i>And</i>	12. Program maintains current and accurate information about community resources by connecting with their local Resource Development Center. [1304.40]* <i>And</i>	9. Same as previous step. [1304.40]* <i>And</i>
Authentic Assessment		15. 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. [1304.21(c)(2)]* 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.	13. 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. [1304.21(c)(2)]* 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.	10. 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. [1304.21(c)(2)]* 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.

* Head Start Performance Standards



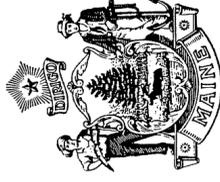
Improving Early Care and Education - One step at a time

STANDARDS

Head Start

Child Care Programs

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 Head Start Child Care Programs



Maine Department of Health and Human Services
11 State House Station
Augusta, Maine 04333
Phone: 207-624-7909
Fax: 207-287-6156 • TTY: 1(800) 606-0215

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