Maryland Child Care Tiered Reimbursement System

QRS Profile

April 2010

OPRE
Office of Planning, Research and Evaluation
Administration for Children and Families

MATHEMATICA
Policy Research, Inc.

Child **TRENDS**

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QRS Profile

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Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	Maryland
Program Name:	Maryland Child Care Tiered Reimbursement Program
Respondents:	Liz Kelley, Director Maryland State Department of Education, Office of Child Care
Information Reviewed and Finalized:	March 16, 2010

Maryland – Maryland Child Care Tiered Reimbursement Program

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, and goals.

Site name:	Maryland
Program name:	Maryland Child Care Tiered Reimbursement Program
Service area:	Statewide
Pilot:	No
Date full program launched:	2001
Voluntary:	Yes
Website:	http://www.marylandpublicschools.org/MSDE/divisions/child_care/credentials/tiered
Eligible programs:	Center-based programs, Head Start/Early Head Start, licensed family child care, school-aged programs.
Total numbers of programs participating:	143
Number of participating child care centers:	48
Number of participating family child care programs:	95
Percent of total programs enrolled in QRS:	1.2%
Percent of programs at each rating level:	Level 2 – 3%; Level 3 – 2%; Level 4 – 5%
Goals:	The four major goals of the tiered reimbursement system are to: (1) promote a well-qualified workforce, (2) to increase the amount of Purchase of Care payments to child care programs, (3) to promote a high level of program quality through the application of standards for program accreditation and environment rating scales and, (4) to encourage parent involvement in child care settings.
Language from statute:	Title 13 A, Subtitle 14 Chapter 6. Embedded in purchase of child care regulations.

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Building Block
Number of levels:	4
Length of time rating is valid:	1 year
Rating process:	Programs submit application and documentation to the state department of education. Information is verified and rating is assigned. Programs must meet all of the qualifications in order to get a particular rating.
Method of combining points:	All components at each level must be met to achieve rating.
Method used to assess programs for infants/toddlers:	Yes. The Infant Toddler Environment Rating Scale-Revised is used.
Method used to assess programs for school-aged children:	Yes. School Age Care Environment Rating Scale used.
Different process used to assess family child care:	Yes. There are different indicators for family child care. Otherwise, The process is the same for family and center based programs.
Different process used to assess Head Start/Early Head Start:	No
Different process used to assess accredited programs:	No
Events that trigger re-rating:	Re-rating is triggered only if rating expires.
Appeal process:	Yes
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Individual technical assistance is provided on a case-by-case basis through the Resource and Referral Network.
Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	Individual technical assistance is provided on a case-by-case basis through the Resource and Referral Network.

Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names

used in a QRS.

Number of site-specific indicator categories:	7
Site-specific names of categories used in the QRS:	Accreditation Status Staff Credentialing Learning Environment Parent Involvement Program Evaluation Continued Training Staff Compensation

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	Yes
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Ratio and group size indicators included:	No

Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No

Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place.

Curriculum indicators included:	No

Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	4.0-5.0
Description:	**Level 2:** Environmental rating scale self-assessment completed. **Level 3:** Environmental rating scale independent assessment – average score per group assessed of 4 or higher. **Level 4:** Environmental rating scale independent assessment – average score per group assessed of 5 or higher.
Additional indicators related to the environment (e.g., activities, interactions, specific features:	At levels 2, 3, & 4, 15 minutes of reading activities per day with children must take place.
Environment referred to within:	Program Evaluation, Learning Environment
Environment source of evidence:	Documentation submitted

Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Child assessment indicators included:	No

Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education, training, years of experience
Indicators for directors include:	Education, training, years of experience
Directors qualifications related to administration and management	Yes
Administrative and management qualifications included in the indicators:	At Level 3 of the Administrator Child Care Credential, directors must have completed at least one course in administration of child care programs. They must have at least an Associate's degree that includes a minimum of 15 hours of coursework related to business management and administration. At Level 4 of the Administrator Child Care Credential, directors must have a Bachelors, Masters, or Doctoral degree in business administration, public administration and management, public school administration or a related field.
Bachelors degree indicator for director:	Yes
Bachelors degree indicator for director at level:	4
Bachelors degree indicator for teacher:	Yes
Bachelors degree indicator for teacher at level:	4
Bachelors degree indicator for assistant teacher:	No
Description:	**Level 2:** - 60% of lead staff has a Maryland Child Care Credential at Level Two or higher. -Child care center directors, senior staff and group leaders must meet continued training requirement for credentialing. -Assistant group leaders and Aides must complete 6 clock hours per year. **Level 3:** - 60% of lead staff has a Maryland Child Care Credential at Level Three or higher.

-Child care center directors, senior staff and group leaders must meet continued training requirement for credentialing.

-Assistant group leaders and aides must complete 9 clock hours per year.

Level 4:

- 60% of lead staff has a Maryland Child Care Credential at Level Four or higher.

-Child care center directors, senior staff and group leaders must meet continued training requirement for credentialing.

-Assistant group leaders and aides must complete 12 clock hours per year.

Staff qualifications referred to within:	Staff Credentialing, Continued Training
Staff qualifications source of evidence	Documentation submitted
Comments:	For more information on credential requirements see these documents: http://www.marylandpublicschools.org/NR/rdonlyres/D68F205B-0C8C-40BB-90F0-AC91486BC2B9/14172/MARYLANDCHILDCARECREDENTIALDirectorsCred.pdf http://www.marylandpublicschools.org/NR/rdonlyres/D68F205B-0C8C-40BB-90F0-AC91486BC2B9/14173/MDCHILDCARECREDENTIALLEVELSCTsept07.pdf

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Family partnership indicators included:	Yes
Description:	Options for the Parent Involvement indicator are an open door policy, parent handbook, classroom helpers, workshops, programs, field trips, preparing materials at home, support of the program operation, and a suggestion box. **Level 2:** Parents are involved in at least 2 ways. **Level 3:** Parents are involved in at least 4 ways. **Level 4:** Parents are involved in at least 6 ways.
Family partnership referred to within:	Parent Involvement

Family partnership source of evidence:	Documentation submitted

Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Administration and management indicators included:	Yes
Description:	**Level 2:** -Staff Evaluations developed and implemented -Incremental salary scale based on education and experience **Level 3:** -Staff evaluations used regularly -Staff and parent surveys developed and implemented -Program goals set -Incremental salary scale based on education and experience **Level 4:** -Staff evaluations used regularly -Staff and parent surveys used regularly -Program goals evaluated and revised yearly -Incremental salary scale based on education and experience -Benefits Package
Administration and management referred to within:	Program Evaluation, Staff Compensation
Administration and management source of evidence:	Documentation submitted

Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No

Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included:	Yes
If yes, accreditation is:	One criterion in highest rating
Comments:	**Level 2:** Accreditation self-study has begun **Level 3:** Accreditation self-study completed **Level 4:** Accreditation achieved

Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Community involvement indicators included:	No

Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Indicators that specify provisions for children with special needs included:	No

Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

Number of site-specific indicator categories:	6
Site-specific names of categories used in the QRS:	Accreditation Status Staff Credentialing Learning Environment Parent Involvement Program Evaluation

Continued Training

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	Yes
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Ratio and group size indicators included:	No

Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No

Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Curriculum indicators included:	No

Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	4.0-5.0
Description:	**Level 2:** Environmental rating scale self-assessment completed. **Level 3:** Environmental rating scale independent assessment – average score per group assessed of 4 or higher. **Level 4:** Environmental rating scale independent assessment – average score per group assessed of 5 or higher.
Additional indicators related to the environment (e.g., activities, interactions, specific features:	At levels 2, 3, & 4, 15 minutes of reading activities per day with children must take place.
Environment referred to within:	Program Evaluation, Learning Environment
Environment source of evidence:	Documentation submitted

Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Child assessment indicators included:	No

Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, training, years of experience
Family child care qualifications related to administration and management	Yes

Administrative and management qualifications included in the indicators:	At level 4, 15 hours of Administration and Management training are required.
Bachelors degree indicator for family child care provider:	Yes
Bachelors degree indicator for family child care provider at level:	Level 4
Description:	**Level 2:** -Family child care provider has a Maryland Child Care Credential at Level Two or higher. -Family child care providers must meet continued training requirement for credentialing. **Level 3:** -Family child care provider has a Maryland Child Care Credential at Level Three or higher. -Family child care providers must meet continued training requirement for credentialing. **Level 4:** -Family child care provider has a Maryland Child Care Credential at Level Four or higher. -Family child care providers must meet continued training requirement for credentialing.
Staff qualifications referred to within:	Staff Credentialing
Staff qualifications source of evidence	Documentation submitted
Comments:	For more information on credential requirements see these documents: http://www.marylandpublicschools.org/NR/rdonlyres/D68F205B-0C8C-40BB-90F0-AC91486BC2B9/14172/MARYLANDCHILDCARECREDENTIALDirectorsCred.pdf http://www.marylandpublicschools.org/NR/rdonlyres/D68F205B-0C8C-40BB-90F0-AC91486BC2B9/14173/MDCHILDCARECREDENTIALLEVELSCTsept07.pdf

Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Family partnership indicators included:	Yes
Description:	Options for the Parent Involvement indicator are an open door policy, parent handbook, classroom helpers, workshops, programs, field trips, preparing materials at home, support of the program operation, and a suggestion box. **Level 2:** Parents are involved in at least 2 ways. **Level 3:** Parents are involved in at least 4 ways. **Level 4:** Parents are involved in at least 6 ways.
Family partnership referred to within:	Parent Involvement
Family partnership source of evidence:	Documentation submitted

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Administration and management indicators included:	No

Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No

Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation.   Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included:	Yes
If yes, accreditation is:	One criterion in highest rating

Comments:	Level 2: Accreditation self-study has begun
	Level 3: Accreditation self-study completed
	Level 4: Accreditation achieved

Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm.

Community involvement indicators included:	No

Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: http://nrckids.org/STATES/states.htm. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No

Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	Yes
Describe self-assessment tool:	A self-assessment is required at level 2 for tiered reimbursement.
Availability of preparatory process:	No
Requires orientation:	No
Describe orientation :	Optional information sessions are offered through the resource and referral network.
Time from application to rating:	3-6 months
Can apply for particular rating:	No
Describe apply for particular rating:	The administrative entity decides on rating based on documentation.

Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes

Method of outreach to parents:	Website, written materials disseminated through partners, written materials mailed.
Outreach to providers:	Yes
Method of outreach to providers:	Website, written materials disseminated through partners, written materials mailed.
Outreach to public:	Yes
Method of outreach to public:	Website, through the Resource and Referral Network
Percent of budget dedicated to marketing:	Not available

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ECERS-R, FCCERS-R, ITERS-R, SACERS
Describe how scores are used in the rating:	Level 2: Environmental rating scale self-assessment completed Level 3: Environmental rating scale independent assessment – average score per group assessed of 4 or higher Level 4: Environmental rating scale independent assessment – average score per group assessed of 5 or higher
Frequency of observational assessment:	2 years
Method for choosing classrooms to observe:	Random selection of classrooms by the rater.
Percent of classrooms observed in child care centers:	50% of the classrooms are randomly selected by the rater. No more than four classrooms are assessed from any one program and at least one classroom from each age group is selected.
Training for observers:	Yes. A train the trainer model is used via a contract with Resource and Referral.
Initial reliability required:	85% reliability required.
Ongoing reliability required:	85% reliability required.

Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

Training available that is linked to QRS:	Yes
Content of linked training:	Business practices, child assessment, environmental assessment, language and literacy, safety, social and emotional development, specific

	curriculum
Total duration of training:	Varies
Trainer approval process:	Yes
Target population for training:	All providers
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Business practices, child assessment, environmental assessment, language and literacy, safety, social and emotional development, specific curriculum, support in navigating QRS
Onsite assistance frequency	Varies
Length of onsite sessions	Varies
Total duration of onsite assistance:	Varies
Formal approval for onsite assistance provider:	No
Target population for onsite assistance:	All providers
Comments about improvement process:	Total training duration varies from 12 to 30 hours, depending on the level of credential.

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement:	A higher reimbursement is paid to participating providers for each child receiving subsidized care through a Child Care Subsidy voucher. The additional payment is based on the Level (2, 3, or 4) and the child's subsidy level for the Child Care Subsidy Program.
	Level 2:
	State Rate +
	Family Child Care Home: child under 2 – 11%, children over 2 – 10%
	Child Care Center: child under 2 – 22%, children over 2 – 10%
	Level 3:
	State Rate +
	Family Child Care Home: child under 2 – 22%, children over 2 – 21%
	Child Care Center: child under 2 – 37%, children over 2 – 19%
	Level 4:

	State Rate +
	Family Child Care Home: child under 2 – 29%, children over 2 – 28%
	Child Care Center: child under 2 – 44%, children over 2 – 26%
Quality award/bonus:	No
Startup award:	No
Scholarship (T.E.A.C.H)	Scholarships are available through Staff and Administrator's Child Care Credential entitled by the Child Care Career and Professional Development Fund.
Wage enhancement	No
Retention bonus:	No
Improvement grants:	Accreditation support funds are available to help programs pay the cost of program accreditation application fee.

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Maryland State Department of Education Early Childhood Development Division – Credentialing Branch
QRS lead type:	State government agency
Overall funding amount for most recent fiscal year:	Approximately $6,000,000.
Overall funding sources:	Child Care and Development Fund
Comments:	The overall funding amount covers more than the QRIS. Funding for QRIS is not tracked separately.

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type :	University
Partner 1 name:	University of Maryland
Partner 1 function:	Provide technical assistance and quality improvement services
Work plan in place:	No
Partner 2 type:	Resource and Referral
Partner 2 name:	Maryland Child Resource and Referral Network (13 local offices)
Partner 2 function:	Evaluation, system navigations support, technical assistance and quality improvement services

Work plan in place:	Yes
Partner 3 type :	Non-profit contractor
Partner 3 name:	United Way
Partner 3 function:	Manage communication/information dissemination
Work plan in place:	No

Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies :	Yes
Description:	Child care providers are reimbursed for serving children with subsidies at a market rate that depends on the region in which they are giving care.
Professional development:	Yes
Description	The Maryland Child Care Credential is incorporated into the quality standards.
Incorporation of other standards:	Yes
Description:	Early Learning Guidelines, Head Start Standards, Voluntary State Curriculum, Core Competencies

Evaluation

Status of evaluation :	No evaluation to date.

Key Contacts

Category :	**Overall management**
Contact name:	Elizabeth Kelley
Organization:	Director of MSDE, Office of Child Care
Email:	Liz.Kelley@msde.state.md.us
Phone:	410-767-7128
Category :	**Overall management**
Contact name:	Angeline Bishop-Oshoko

Organization:	Credentialing Branch Program Manager, MSDE
Email:	Angeline.bishop-osho@msde.state.md.us
Phone:	410-767-6916

References

Maryland State Department of Education (2009). "Maryland child care tiered reimbursement."
http://www.marylandpublicschools.org/MSDE/divisions/child_care/credentials/tiered

Maryland State Department of Education (2009). "Maryland child care credential program."
http://www.marylandpublicschools.org/msde/divisions/child_care/credentials/mdcred

TIERED REIMBURSEMENT LEVELS				
		REQUIREMENTS		
COMPONENTS	LEVEL 1	**LEVEL 2** Achieving Quality PERFORMANCE STANDARDS Level 2	**LEVEL 3** Achieving Quality PERFORMANCE STANDARDS Level 3	**LEVEL 4** Achieving Quality PERFORMANCE STANDARDS Level 4
1. ACCREDITATION STATUS	NA	▪ Accreditation self-study begun	▪ Accreditation self-study completed	▪ Accreditation achieved
2. STAFF CREDENTIALING	Licensing Requirements	▪ Each family child care provider or for a child care center 60% of **lead** staff has a Maryland Child Care Credential at Level Two or higher	▪ Each family child care provider or for a child care center 60% of lead staff has a Maryland Child Care Credential at Level Three or higher	▪ Each family child care provider or for a child care center 60% of lead staff has a Maryland Child Care Credential at Level Four or higher
3. LEARNING ENVIRONMENT	Licensing Requirements	Licensing requirements **PLUS** 15 minutes of reading activities per day with children		
4. PARENT INVOLVEMENT	Licensing Requirements	▪ Parents are involved in at least 2 ways	▪ Parents are involved in at least 4 ways	▪ Parents are involved in at least 6 ways
5. PROGRAM EVALUATION	NA	1. Environmental rating scale self-assessment completed 2. Staff Evaluations developed and implemented (child care centers only)	1. Environmental rating scale independent assessment – average score per group assessed of 4 or higher 2. Staff evaluations used regularly (center only) 3. Staff and parent surveys developed and implemented 4. Program goals set	1. Environmental rating scale independent assessment – average score per group assessed of 5 or higher 2. Staff evaluations used regularly (center only) 3. Staff and parent surveys used regularly 4. Program goals evaluated and revised yearly
6. STAFF COMPENSATION (Required of child care centers only)	NA	▪ Incremental salary scale based on education and experience	▪ Incremental salary scale based on education and experience	▪ Incremental salary scale based on education and experience ▪ Benefits Package
7. CONTINUED TRAINING	Licensing Requirements	▪ Family child care providers and child care center directors, senior staff and group leaders must meet continued training requirement for credentialing ▪ Assistant group leaders and Aides must complete 6 clock hours per year	▪ Family child care providers and child care center directors, senior staff and group leaders must meet continued training requirement for credentialing ▪ Assistant group leaders and aides must complete 9 clock hours per year	▪ Family child care providers and child care center directors, senior staff and group leaders must meet continued training requirement for credentialing ▪ Assistant group leaders and aides must complete 12 clock hours per year
DIFFERENTIAL PAYMENTS -through the Purchase of Child Care Program	Set State Rate	State Rate + Family Child Care Home • Child under 2 – 11% • Children over 2 – 10% Child Care Center • Child under 2 – 22% • Children over 2 – 10%	State Rate + Family Child Care Home • Child under 2 – 22% • Children over 2 – 21% Child Care Center • Child under 2 – 37% • Children over 2 – 19%	State Rate + Family Child Care Home • Child under 2 – 29% • Children over 2 – 28% Child Care Center • Child under 2 – 44% • Children over 2 – 26%