

# THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



## North Carolina Star Rated License System

**QRS Profile**

**April 2010**



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Policy Research, Inc.



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## **QRS Profile**

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**Prepared for:**

**Office of Planning, Research and Evaluation**

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## Child Care Quality Rating System (QRS) Assessment Study

### PROFILE

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|--|---|
| <b>Site:</b>                               | <b>North Carolina</b>   |
| <b>Program Name:</b>                       | <b>North Carolina Star Rated License System</b>                                     |
| <b>Respondents:</b>                        | <b>Anna Carter</b><br><b>North Carolina Department of Health and Human Services</b> |
| <b>Information Reviewed and Finalized:</b> | <b>March 17, 2010</b>   |

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## North Carolina – North Carolina Star Rated License System

### Program Information

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

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| <b>Site name:</b>  | North Carolina   |
| <b>Program name:</b>                                       | North Carolina Star Rated License System   |
| <b>Service area:</b>                                       | Statewide  |
| <b>Pilot:</b>  | No   |
| <b>Date full program launched:</b>                         | 1999   |
| <b>Voluntary:</b>  | No. All licensed programs automatically receive 1 star. Application for 2-5 stars on a license is voluntary.   |
| <b>Website:</b>  | www.ncchildcare.net  |
| <b>Eligible programs:</b>                                  | Center-based programs, Head Start/Early Head Start, licensed family child care, school-aged programs, pre-K/comprehensive early childhood programs   |
| <b>Source of funds for eligible public program:</b>        | State  |
| <b>Total numbers of programs participating:</b>            | 5,048 (includes temporary licensing, provisional, religious programs-- Data as of May 2009)  |
| <b>Number of participating child care centers:</b>         | 4,014 (2-5 stars)  |
| <b>Number of participating family child care programs:</b> | 2, 591 (2-5 star)  |
| <b>Number of other programs participating:</b>             | None   |
| <b>Percent of total programs enrolled in QRS:</b>          | 75% of all licensed centers, 69% of all FCC homes  |
| <b>Percent of programs at each rating level:</b>           | Centers: 2 star 7.6%, 3 star 20.6%, 4 star 20.5%, 5 star 26.7%.<br>Homes: 2 star 20.5%, 3 star 17.7% 4 star 17.8%, 5 star 12.7%  |
| <b>Goals:</b>  | North Carolina moved to a star rated license system to offer information to parents about the quality of care their program is providing. An additional benefit of the star rated license system is that it recognizes providers for the higher quality care that they provide. The star rated license also acts as a roadmap for providers to follow as they strive to improve the quality of their care. |
| <b>Language from statute:</b>                              | The Commission shall have the following powers and duties: To develop and adopt voluntary enhanced program standards which reflect higher quality child care than the mandatory standards established by this Article. These enhanced program standards must address, at a minimum, staff/child ratios, staff  |

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qualifications, parent involvement, operational and personnel policies, developmentally appropriate curricula, and facility square footage. (gs110-88-7)

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## Rating Details

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

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| <b>Rating structure:</b>  | Points  |
| <b>Number of levels:</b>  | 5   |
| <b>Length of time rating is valid:</b>                          | Yearly visits, 3 <sup>rd</sup> year full evaluation   |
| <b>Rating process:</b>  | After a licensed child care facility has been in operation for at least 6 months, program can apply for a 2-5 star-rated license. The administrators submit a completed application to the Division. A Division representative assesses the facility to determine if applicable requirements are met. If the evaluation of both components (education and program standards) indicates that all requirements are met, the program receives the rating. If the requirements are not met, the Division will notify the program administrator, who can then: 1) accept the rating for which the Division has found the program to be eligible, 2) withdraw the request and reapply when the requirements for that rating are met, or 3) appeal the denial of the requested rating. |
| <b>Method of combining points:</b>                              | The consultant analyzes education standards. Each of the areas of the star rated license has a range of 1 to 7 points. The star rating is based on the total points earned for all indicators within both Program and Education Standards. Programs can earn one additional quality point for a total of 15 points. The assessor uses an ERS for programs requesting 3 or more points for Program Standards.<br><br>2 star=4-6 points<br>3 star=7-9 points<br>4 star=10-12 points<br>5 star=13-15 points  |
| <b>Method used to assess programs for infants/toddlers:</b>     | Ratios, ITERS-R, infant teacher certification   |
| <b>Method used to assess programs for school-aged children:</b> | Ratios, SACERS, school-age certification  |
| <b>Different process used to assess family child care:</b>      | There are separate Program and Education Standards for Family Child Care programs.  |

|  |  |
|--|--|
| <b>Different process used to assess Head Start/Early Head Start:</b> | No   |
| <b>Different process used to assess accredited programs:</b>         | No   |
| <b>Events that trigger re-rating:</b>                                | New director, change of location, teacher turnover, licensing violation              |
| <b>Appeal process:</b>   | Yes  |
| <b>Availability of technical assistance for rating process:</b>      | Yes  |
| <b>Description of technical assistance for rating process:</b>       | Technical assistance is available through child care resource and referral agencies. |
| <b>Availability of technical assistance for preparatory process:</b> | Yes  |
| <b>Description of technical assistance for preparatory process:</b>  | Technical assistance is available through child care resource and referral agencies. |

## 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.

Note: This section describes the indicators for Center-based programs serving preschool children only.

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| <b>Number of site-specific indicator categories:</b>      | 2 categories  |
| <b>Site-specific names of categories used in the QRS:</b> | Program Standards<br>Education Standards<br>(Quality Point) |

## 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>.

|   |   |
|---|---|
| <b>Licensing compliance included:</b>           | Yes   |
| <b>Licensing required for enrollment:</b>       | Yes (Programs must be licensed for six consecutive months before requesting a star rating). |
| <b>Licensing equivalent to the first level:</b> | Yes   |
| <b>Licensing compliance referred to within:</b> | Program Standards   |

|                            |  |
|----------------------------|--|
| <b>Source of evidence:</b> | Information not available  |
| <b>Comments:</b>           | <p>North Carolina had a three-component licensing system that transitioned to a two-component system in 2006. Previously, the three-component license included compliance history. This component was dropped because it was not a good quality indicator. Seventy-five percent compliance with licensing requirements became a prerequisite for all regulated programs, including religious programs.</p> <p>Presently, the Star-Rated License includes two major rating components: program standards and staff education standards. QRS program standards differ based on the license the program holds.</p> <p>A 75% compliance history is the minimum standard of the QRS at level one.</p> |

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>.

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| <b>Ratio and group size indicators included:</b> | Yes  |
| <b>Description:</b>                              | <p>The following ratios must be met in order to receive 2 to 6 points for enhanced ratio:</p> <p>0-12 mos. - 1:5, max group size 10<br/> 1-2 yrs. -1:6, max group size 12<br/> 2-3 yrs.-1:9, max group size 18<br/> 3-4 yrs.-1:10, max group size 20<br/> 4-5 yrs.-1:13, max group size 25<br/> 5-6 yrs.-1:15, max group size 25<br/> 6 + yrs.-1:20, max group size 25</p> <p>For 7 points, programs must decrease the enhanced ratio by 1:</p> <p>0-12 mos. - 1:4, max group size 8<br/> 1-2 yrs. -1:5, max group size 10<br/> 2-3 yrs.-1:8, max group size 16<br/> 3-4 yrs.-1:9, max group size 18<br/> 4-5 yrs.-1:12, max group size 24<br/> 5-6 yrs.-1:14, max group size 25<br/> 6 + yrs.-1:19, max group size 25</p> |

|   |  |
|---|--|
| <b>Ratio and group size referred to within:</b> | Program Standards  |
| <b>Source of evidence:</b>                      | Verified during licensing visit  |
| <b>Comments:</b>                                | Options for the quality point in Program Standards include:<br>-Having group sizes decreased by at least one child per age group from the seven point level<br>-Having staff/child ratios decreased by at least one child per age group from the seven point level |

## 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.

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| <b>Health and safety indicators included:</b> | No |
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## 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. 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>.

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| <b>Curriculum indicators included:</b> | Yes |
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|---------------------|--|
| <b>Description:</b> | Use of age/developmentally appropriate curriculum that addresses five domains of development is an option for receiving the quality point. |
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| <b>Curriculum review process:</b> | Yes |
|-----------------------------------|-----|

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| <b>Description of curriculum review process:</b> | Infant/Toddler curricula are approved by the Division of Child Development. Preschool curricula are approved by the State Board of Education and the Division of Child Development. |
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|---------------------------------------|-----|
| <b>Approved curricula identified:</b> | Yes |
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| <b>List of approved curricula:</b> | For Infants and Toddlers:<br>The Creative Curriculum for Infants, Toddlers, and Twos, 2nd Edition<br>High/Scope Infant -Toddler Curriculum<br>The Program for Infant-Toddler Care (PITC)<br>For Preschool:<br>The Creative Curriculum for Preschool, 4th Edition |
|------------------------------------|--|



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|---------------------------------------|--|
|                                       | High/Scope Preschool Curriculum<br>Opening the World of Learning (OWL)<br>Passports: Experiences for Pre-K Success<br>Tutor Time LifeSmart |
| <b>Curriculum referred to within:</b> | Quality Point  |
| <b>Curriculum source of evidence:</b> | Verified during licensing visit  |

## 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>.

|   |   |
|---|---|
| <b>Environment indicators included:</b>   | Yes   |
| <b>Environment Rating Scales (ERS) included:</b>  | Yes   |
| <b>Range of recognized ERS scores:</b>  | 4.0-5.0   |
| <b>Description:</b>   | <p><b>3 points:</b> Lowest classroom score at least 4.0</p> <p><b>4 points:</b> Average 4.5 with no one classroom score lower than 4.0</p> <p><b>5 points:</b> Average 4.75 classroom score with no one classroom score lower than 4.0</p> <p><b>6 points:</b> Average 5.0 with no one classroom score lower than 4.0</p> <p><b>7 points:</b> Lowest classroom score at least 5.0</p> |
| <b>Additional indicators related to the environment (e.g. activities, interactions, specific features):</b> | <p>Arranging space by interest area, an area arranged for administrative purposes and private conferences, and enhanced space requirements (number of square feet per child per the total licensed capacity):</p> <p>30 square feet inside space per child</p> <p>100 square feet outside space per child</p>   |
| <b>Environment referred to within:</b>  | Program Standards   |
| <b>Environment source of evidence:</b>  | Rating scales completed by outside contractor   |

## 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>.

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|--|----|
| <b>Child assessment indicators included:</b> | No |
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## 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>.

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|---|--|
| <b>Staff qualification indicators included:</b>                                 | Yes  |
| <b>Indicators for teachers include:</b>   | Education, Years of Experience   |
| <b>Indicators for directors include:</b>  | Education, Years of Experience   |
| <b>Directors qualifications related to administration and management</b>        | Yes  |
| <b>Administrative and management qualifications included in the indicators:</b> | At all levels the director is required to have a North Carolina Early Childhood Administrator Credential (NCECAC) or its equivalent.   |
| <b>Bachelors degree indicator for director:</b>                                 | Yes  |
| <b>Bachelors degree indicator for director at level:</b>                        | Level 7  |
| <b>Bachelors degree indicator for teacher:</b>                                  | Yes  |
| <b>Bachelors degree indicator for teacher at level:</b>                         | Option for quality point   |
| <b>Bachelors degree indicator for assistant teacher:</b>                        | No   |
| <b>Description:</b>   | <p><b>2 points:</b></p> <p><u>Onsite child care administrator:</u> must have a Level I NCECAC or equivalent and 2 years of full-time verifiable early childhood experience or 1 year exp in child care administration.</p> <p><u>Centers with a licensed capacity of 200 or more</u> must also have a second on-site child care administrator who meets min. requirements and has a Level I NCECAC or equiv.</p> <p><u>Lead teachers:</u> 75% must have the North Carolina Early Childhood Credential (NCECC) or equivalent and must have or be enrolled in 3 semester hours in Early Childhood Education/Child Development (ECE/CD).</p> <p><u>Teachers counted in the ratios:</u> 50% must be enrolled in 3 semester hours in ECE/CD or have 1 year of full-time verifiable early childhood experience.</p> <p><b>3 points:</b></p> <p><u>Onsite child care administrator:</u> must have a Level I NCECAC or equivalent and 6 semester hours in ECE/CD; and at least 2 years of full-time verifiable early childhood experience or 1 year exp in child care administration.</p> <p><u>Centers with a licensed capacity of 200 or more</u> must</p> |

also have a second onsite child care administrator who meets minimum requirements and has a Level I NCECAC or equivalent.

Lead teachers: all must have the NCECC or equivalent; 75% must have 3 semester hours in ECE/CD and be enrolled in an additional 3 semester hours in ECE/CD or have 1 year of full-time verifiable early childhood experience.

Teachers counted in the ratios: 50% must have the NCECC or equivalent or have completed 3 semester hours in ECE/CD or have 2 years of full-time verifiable early childhood experience.

**4 points:**

Onsite child care administrator: must have a Level I NCECAC or equivalent and 18 semester hours in ECE/CD and at least 1 year of full-time verifiable child care admin experience; or have a Level I NCECAC or equivalent and 6 semester hours in ECE/CD and at least 10 years of full-time verifiable early childhood administration experience.

Centers with a licensed capacity of 200 or more must also have a second onsite child care administrator who meets minimum requirements and has a Level I NCECAC or equivalent.

Lead teachers: all must have the NCECC or equivalent; 75% must have 6 semester hours in ECE/CD and be enrolled in an additional 3 semester hours in ECE/CD5 or must have 3 semester hours in ECE/CD and 3 years of full-time verifiable early childhood experience or have 5 years of full-time verifiable early childhood work experience.

Teachers counted in the ratios: 50% must have the NCECC or equivalent.

**5 points:**

Onsite child care administrator: must have a Level II NCECAC or equivalent and at least 2 years full-time verifiable early childhood work experience.

Centers with a licensed capacity of 200 or more must

also have a second onsite child care administrator who meets min. requirements and has a Level I NCECAC or equivalent.

Lead teachers: all must have the NCECC or equivalent; 75% must have 9 semester hours in ECE/CD and be enrolled in an additional 3 semester hours in ECE/CD and 1 year of full-time verifiable early childhood experience.

Teachers counted in ratios: 50% must have the NCECC or equivalent and 3 semester hours in ECE/CD.

**6 points:**

Onsite child care administrator: must have a Level II NCECAC or equivalent and 18 semester hours in ECE/CD and at least 3 years full-time verifiable work experience in an early childhood center teaching young children, or three years of administrative experience, or three years of a combination of both.

Centers with a licensed capacity of 200 or more must also have a second onsite child care administrator who meets min. requirements and has a Level I NCECAC or equivalent.

Lead teachers: all must have the NCECC or equivalent; 50% must have an AAS degree in ECE/CD or an AAS degree in any major with 12 semester hours in ECE/CD and 1 year full-time verifiable early childhood work experience; or have completed 60 semester hours towards a BA/BS degree program with at least 12 semester hours in early childhood education and one year full-time verifiable early childhood work experience.

Teachers counted in ratios: 50% must have the NCECC or equivalent and 3 semester hours in ECE/CD and 1 year full-time verifiable early childhood work experience.

**7 points:**

Onsite child care administrator: must have a Level III NCECAC or equivalent and at least 4 years full-time verifiable work exp. teaching in an early childhood center or administrative experience (or combination of both).

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Centers with a licensed capacity of 200 or more must also have a second onsite child care administrator who meets min. requirements and has a Level I NCECAC or equivalent.

Lead teachers: all must have the NCECC or equivalent; 75% must have an AAS degree in ECE/CD or an AAS degree in any major with 12 semester hours in ECE/CD, and 2 years full-time verifiable early childhood work experience.

Teachers counted in ratios: 50% must have the NCECC or equivalent and 6 semester hours in ECE/CD and 2 years full-time verifiable early childhood work experience.

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| <b>Staff qualifications referred to within:</b> | Education Standards, Quality Point  |
| <b>Staff qualifications source of evidence</b>  | Education verified by Workforce Section at the Division   |
| <b>Comments:</b>                                | For additional options for programs to receive the quality point for Education Standards, see attached rule text. |

## 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>.

|  |  |
|--|--|
| <b>Family partnership indicators included:</b> | Yes  |
| <b>Description:</b>                            | As an option for the quality point within Program Standards, programs must have evidence of an infrastructure of parent involvement which would include at least two of the following: parent newsletters offered at least quarterly, parent advisory board, periodic conferences for all children, or parent information meetings offered at least quarterly. |
| <b>Family partnership referred to within:</b>  | Quality Point  |
| <b>Family partnership source of evidence:</b>  | Verified during licensing visit  |

## 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>.

|   |  |
|---|--|
| <b>Administration and management indicators included:</b> | Yes  |
| <b>Description:</b>                                       | <p>As an option for the quality point within Program Standards, programs may have:</p> <ul style="list-style-type: none"> <li>-Enhanced policies which include the following topics: emergency evacuation plan, field trip policy, staff development plan, medication administration, enhanced discipline policy, and health rules for attendance.</li> <li>-A staff benefits package that offers at least four of the following six benefits: paid leave for professional development, paid planning time, vacation, sick time, retirement or health insurance.</li> <li>-Completed a business training course and a wage and hour training by the center administrator that is at least 30 hours total.</li> </ul> |
| <b>Administration and management referred to within:</b>  | Quality Point  |
| <b>Administration and management source of evidence:</b>  | Verified during licensing visit  |

## 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.

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| <b>Cultural/linguistic diversity indicators included:</b> | 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.

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|--------------------------------|----|
| <b>Accreditation included:</b> | No |
|--------------------------------|----|

## 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>.

|   |    |
|---|----|
| <b>Community involvement indicators included:</b> | No |
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## 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>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

|   |    |
|---|----|
| <b>Indicators that specify provisions for children with special needs included:</b> | No |
|---|----|

## Indicators for Family Child Care Programs

(Note: This section describes the indicators for Family Child Care Homes)

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.

|   |   |
|---|---|
| <b>Number of site-specific indicator categories:</b>      | 2 categories  |
| <b>Site-specific names of categories used in the QRS:</b> | Program Standards<br>Education Standards<br>Quality Point |

## 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>.

|   |   |
|---|---|
| <b>Licensing compliance included:</b>           | Yes   |
| <b>Licensing required for enrollment:</b>       | Yes   |
| <b>Licensing equivalent to the first level:</b> | Yes   |
| <b>Licensing compliance referred to within:</b> | Program Standards   |
| <b>Source of evidence:</b>                      | Verified during licensing visit   |
| <b>Comments:</b>                                | Licensed programs automatically receive one star.<br>If programs want to be rated for two stars, or |

higher, they must meet additional requirements apart from minimum licensing compliance. A 75% compliance history is the minimum standard of the QRS at level one.

## 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>.

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|--|--|
| <b>Ratio and group size indicators included:</b> | Yes  |
|  | <b>6 points:</b> Of the 5 preschoolers enrolled, only 4 children <age 1  |
|  | <b>7 points:</b> Of the 5 preschoolers enrolled, only 3 children <age 1  |
| <b>Ratio and group size referred to within:</b>  | Program Standards  |
| <b>Source of evidence:</b>                       | Verified during licensing visit  |
| <b>Comments:</b>                                 | Options for the quality point in Program Standards programs include:<br>-Restricting enrollment to four preschool children in a family child care home.<br>-Reducing infant capacity by at least one child from the seven point level for a family child care home |

## 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.

|   |    |
|---|----|
| <b>Health and safety indicators included:</b> | 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>.

|  |     |
|--|-----|
| <b>Curriculum indicators included:</b> | Yes |
|--|-----|



|  |  |
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| <b>Description:</b>                              | Use of age/developmentally appropriate curriculum that addresses five domains of development is an option for the quality point.   |
| <b>Curriculum review process:</b>                | Yes  |
| <b>Description of curriculum review process:</b> | There is a committee review process.   |
| <b>Approved curricula identified:</b>            | Yes  |
| <b>List of approved curricula:</b>               | For Infants and Toddlers:<br>The Creative Curriculum for Infants, Toddlers, and Twos, 2 <sup>nd</sup> Edition<br>High/Scope Infant -Toddler Curriculum<br>The Program for Infant-Toddler Care (PITC)<br>For Preschool:<br>The Creative Curriculum for Preschool, 4th Edition<br>High/Scope Preschool Curriculum<br>Opening the World of Learning (OWL)<br>Passports: Experiences for Pre-K Success<br>Tutor Time LifeSmart |
| <b>Curriculum referred to within:</b>            | Program Standards  |
| <b>Curriculum source of evidence:</b>            | Verified during licensing visit  |

## 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>.

|   |  |
|---|--|
| <b>Environment indicators included:</b>   | Yes  |
| <b>Environment Rating Scales (ERS) included:</b>  | Yes  |
| <b>Range of recognized ERS scores:</b>  | 4.0-5.0  |
| <b>Description:</b>   | <b>3 points:</b> 4.0<br><b>4 points:</b> 4.25<br><b>5 points:</b> 4.5<br><b>6 points:</b> 4.75<br><b>7 points:</b> 5.0 |
| <b>Additional indicators related to the environment (e.g. activities, interactions, specific features):</b> | None   |
| <b>Environment referred to within:</b>  | Program Standards  |
| <b>Environment source of evidence:</b>  | Rating scales completed by outside contractor  |

## 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>.

|  |    |
|--|----|
| <b>Child assessment indicators included:</b> | 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>.

|   |     |
|---|-----|
| <b>Staff qualification indicators included:</b> | Yes |
|---|-----|

|  |                                |
|--|--------------------------------|
| <b>Indicators for family child care providers include:</b> | Education, Years of Experience |
|--|--------------------------------|

|  |    |
|--|----|
| <b>Family child care qualifications related to administration and management</b> | No |
|--|----|

|   |     |
|---|-----|
| <b>Bachelors degree indicator for family child care provider:</b> | Yes |
|---|-----|

|  |          |
|--|----------|
| <b>Bachelors degree indicator for family child care provider at level:</b> | 7 points |
|--|----------|

|                     |  |
|---------------------|--|
| <b>Description:</b> | <p><b>2 points:</b></p> <ul style="list-style-type: none"> <li>-Have completed the NC Family Child Care Credential or equivalent; or</li> <li>-Have completed at least 4 semester credit hours of ECE/CD; or</li> <li>-Have at least 5 years of full-time verifiable early childhood work experience and completed 8 additional in-service hours annually.</li> </ul> <p><b>3 points:</b></p> <ul style="list-style-type: none"> <li>-Have completed the NC Family Child Care Credential or equivalent.</li> </ul> <p><b>4 points:</b></p> <ul style="list-style-type: none"> <li>-Have completed the NC Family Child Care Credential or equivalent.</li> <li>-Have completed at least 6 semester credit hours of ECE/CD.</li> </ul> <p><b>5 points:</b></p> <ul style="list-style-type: none"> <li>-Have completed the NC Family Child Care Credential or equivalent.</li> <li>-Have completed at least 12 semester credit hours of ECE/CD.</li> <li>-Two of 12 semester hours in early childhood education are in child care administration or one year verifiable early childhood work experience.</li> </ul> |
|---------------------|--|

|                  |  |
|------------------|--|
| <b>6 points:</b> |  |
|------------------|--|

- Have completed the NC Family Child Care Credential or equivalent.
- Have completed at least 18 semester credit hours of ECE/CD.
- Five of 18 semester hours in early childhood education are in child care administration or two years verifiable early childhood work experience.

**7 points:**

- Have an A.A.S. or B.A. in any major with 12 semester credit hours of hours of ECE/CD AND have 2 years full-time verifiable early childhood work experience; or
- Have an A.A.S. or B.A. in ECE/CD AND have 18 months of full-time verifiable early childhood work experience.

|   |   |
|---|---|
| <b>Staff qualifications referred to within:</b> | Education Standards   |
| <b>Staff qualifications source of evidence</b>  | Education verified by Workforce Section at the Division   |
| <b>Comments:</b>                                | For additional options for programs to receive the quality point for Education Standards, see attached rule text. |

### 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>.

|  |  |
|--|--|
| <b>Family partnership indicators included:</b> | Yes  |
| <b>Description:</b>                            | As an option for the quality point within Program Standards, programs must have evidence of an infrastructure of parent involvement which would include at least two of the following: parent newsletters offered at least quarterly, parent advisory board, periodic conferences for all children, or parent information meetings offered at least quarterly. |
| <b>Family partnership referred to within:</b>  | Quality Point  |
| <b>Family partnership source of evidence:</b>  | Verified during licensing visit  |

### 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>.

|   |   |
|---|---|
| <b>Administration and management indicators included:</b> | Yes   |
| <b>Description:</b>                                       | <p>As an option for the quality point within Program Standards, programs may have:</p> <ul style="list-style-type: none"> <li>-Enhanced policies which include the following topics: emergency evacuation plan, field trip policy, staff development plan, medication administration, enhanced discipline policy, and health rules for attendance.</li> <li>-A staff benefits package that offers at least four of the following six benefits: paid leave for professional development, paid planning time, vacation, sick time, retirement or health insurance.</li> <li>- Completion of a 30 hour or longer business training course by a family child care home provider.</li> </ul> |
| <b>Administration and management referred to within:</b>  | Quality Point   |
| <b>Administration and management source of evidence:</b>  | Verified during licensing visit   |

### 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.

|   |    |
|---|----|
| <b>Cultural/linguistic diversity indicators included:</b> | 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.

|                                |    |
|--------------------------------|----|
| <b>Accreditation included:</b> | No |
|--------------------------------|----|

### 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>.

|   |    |
|---|----|
| <b>Community involvement indicators included:</b> | 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.

|   |    |
|---|----|
| <b>Indicators that specify provisions for children with special needs included:</b> | No |
|---|----|

## Application Process

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

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|--|--|
| <b>Requires self-assessment tool:</b>        | No   |
| <b>Describe self-assessment tool:</b>        | During application process, centers have a general self- assessment checklist. This is not a systematic process.                       |
| <b>Availability of preparatory process:</b>  | Yes  |
| <b>Describe preparatory process:</b>         | Not consistently state-wide, but program may be offered a preparatory process individually through their Resource and Referral agency. |
| <b>Requires orientation:</b>                 | No   |
| <b>Time from application to rating:</b>      | Less than 3 months (Varies)  |
| <b>Can apply for particular rating:</b>      | Yes  |
| <b>Describe apply for particular rating:</b> | A program may apply for a star rating based on the number of points achieved for each component of the voluntary rated license.        |

## Outreach

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

|   |   |
|---|---|
| <b>Outreach to parents:</b>             | Yes   |
| <b>Method of outreach to parents:</b>   | Website, mailing (to parents who have requested info, not mass mailing), disseminated through QRS contractors/partners (R&R, Smart Start, DSS), information in languages other than English, and assistance provided to non-English speaking parents. |
| <b>Outreach to providers:</b>           | Yes   |
| <b>Method of outreach to providers:</b> | Website, mailing, disseminated through QRS contractors/ partners (R&R, Smart Start, ERS), and   |

|  |  |
|--|--|
|  | information in Languages other than English  |
| <b>Outreach to public:</b>                       | Yes  |
| <b>Method of outreach to public:</b>             | Website, print advertising (posters in health department, social services), information disseminated via QRS contractors/partners (if info requested). |
| <b>Percent of budget dedicated to marketing:</b> | None   |

## Use of Observational Tools

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

|  |  |
|--|--|
| <b>Observational tools used:</b>                             | ECERS-R, FCCERS-R, ITERS-R, SACERS   |
| <b>Describe how scores are used in the rating:</b>           | <p>For programs that wish to receive an initial 3 points for Program Standards, average scores of 4.0 or higher on appropriate Environmental Rating Scale are required.</p> <p><b>For Child Care Centers (preschool only):</b></p> <p>3 points: Lowest classroom score at least 4.0</p> <p>4 points: Average 4.5 no one classroom score lower than 4.0</p> <p>5 points: Average 4.75 no one classroom score lower than 4.0</p> <p>6 points: Average 5.0 no one classroom score lower than 4.0</p> <p>7 points: Lowest classroom score at least 5.0</p> <p><b>For Family Child Care Homes:</b></p> <p>3 points: 4.0</p> <p>4 points: 4.25</p> <p>5 points: 4.5</p> <p>6 points: 4.75</p> <p>7 points: 5.0</p> |
| <b>Frequency of observational assessment:</b>                | Every 3 years  |
| <b>Method for choosing classrooms to observe:</b>            | Classrooms are assessed at random.   |
| <b>Percent of classrooms observed in child care centers:</b> | 33% of classrooms are observed with one at each age group.   |
| <b>Training for observers:</b>                               | State anchors train new assessors until they reach 85% reliability.  |
| <b>Initial reliability required:</b>                         | Observers must reach 85% reliability.  |

|                                      |   |
|--------------------------------------|---|
| <b>Ongoing reliability required:</b> | Reliability is re-checked by number of assessments or time frame (depending on individual). |
|--------------------------------------|---|

## Improvement Process

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

|   |                                    |
|---|------------------------------------|
| <b>Training available that is linked to QRS:</b>          | No                                 |
| <b>Content of linked training:</b>                        | Content areas vary, based on needs |
| <b>Total duration of training:</b>                        | Varies                             |
| <b>Trainer approval process:</b>                          | Yes                                |
| <b>Target population for training:</b>                    | All providers                      |
| <b>Onsite assistance available that is linked to QRS:</b> | Yes                                |
| <b>Content of linked onsite assistance:</b>               | Varies                             |
| <b>Onsite assistance frequency</b>                        | Varies                             |
| <b>Length of onsite sessions</b>                          | Varies                             |
| <b>Total duration of onsite assistance:</b>               | Varies                             |
| <b>Formal approval for onsite assistance provider:</b>    | No                                 |
| <b>Target population for onsite assistance:</b>           | All providers                      |

## 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.

|                                |   |
|--------------------------------|---|
| <b>Tiered reimbursement:</b>   | Yes. Programs receive increased rates for children receiving subsidies.   |
| <b>Quality award/bonus:</b>    | At local level, provided by local Resource and Referrals and Smart Start Partnerships (not awarded by the State). |
| <b>Startup award:</b>          | No  |
| <b>Scholarship (T.E.A.C.H)</b> | T.E.A.C.H statewide   |
| <b>Wage enhancement</b>        | Wage enhancement is offered at the local level, however not all counties participate.                             |
| <b>Retention bonus:</b>        | Retention incentives are offered at the local level, however not all counties participate.                        |
| <b>Improvement grants:</b>     | Improvement grants are offered at the local level, however not all counties participate.                          |

## Administration Details

This section provides details about the QRS administration and funding.

|                   |   |
|-------------------|---|
| <b>QRS lead :</b> | North Carolina Department of Health and Human |
|-------------------|---|

|  |   |
|--|---|
|  | Services Division of Child Development  |
| <b>QRS lead type:</b>                                      | State Government Agency   |
| <b>Overall funding amount for most recent fiscal year:</b> | 3.1 million   |
| <b>Overall funding sources:</b>                            | Child Care and Development Fund (for operation of NC Rated License Assessment Project) –most funding is indirect through licensing quality improvement for the state. |
| <b>Administration funding for most recent fiscal year:</b> | 3.1 Million   |
| <b>Administration funding source:</b>                      | CCDF (The only specified funding for the QRS is the amount in the contract for the rating scale observations).  |

## Partners

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

|                            |   |
|----------------------------|---|
| <b>Partner 1 type :</b>    | University  |
| <b>Partner 1 name:</b>     | University of North Carolina Greensboro, North Carolina Rated License Assessment Project  |
| <b>Partner 1 function:</b> | Conduct observational assessments   |
| <b>Work plan in place:</b> | Yes   |
| <b>Partner 2:</b>          | Community Colleges  |
| <b>Partner 2 name:</b>     | North Carolina Community Colleges   |
| <b>Partner 2 function:</b> | Provides coursework for North Carolina Early Childhood Credential and North Carolina Early Childhood Administration Credential, required for lead teachers and directors. |
| <b>Work plan in place:</b> | No  |
| <b>Partner 3 type :</b>    | Resource and Referral Agencies.   |
| <b>Partner 3 name:</b>     | North Carolina Child Care Resource and Referral Agencies  |
| <b>Partner 3 function:</b> | Provide technical assistance and quality improvement services.  |
| <b>Work plan in place:</b> | Yes   |
| <b>Partner 4 type :</b>    | Other Non-Profit Agencies   |
| <b>Partner 4 name:</b>     | Smart Start partnerships  |
| <b>Partner 4 function:</b> | Provide technical assistance and quality improvement services.  |
| <b>Work plan in place:</b> | 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.

|  |   |
|--|---|
| <b>Child care subsidies :</b>            | Yes   |
| <b>Description:</b>                      | There are increased rates for children receiving subsidies.   |
| <b>Professional development:</b>         | Yes   |
| <b>Description</b>                       | QRS works with community colleges and has ongoing conversations about professional development, access and content. |
| <b>Incorporation of other standards:</b> | No  |

## Evaluation

|   |  |
|---|--|
| <b>Status of evaluation :</b>                           | Periodic evaluation  |
| <b>List research questions for periodic evaluation:</b> | Information not available  |
| <b>Evaluator type:</b>                                  | External   |
| <b>Evaluator name (if external)</b>                     | Frank Porter Graham Child Development Institute  |
| <b>If external, was RFP issued:</b>                     | N/A  |
| <b>Published reports to date :</b>                      | <p>Bryant, Donna M., Bernier, K., Maxwell, K., and Peisner-Feinberg, E.(2001) "Validating North Carolina's 5-Star child care licensing system." University of North Carolina, Frank Porter Graham Child Development Center. (An analysis of the validity of North Carolina's 5-star child care licensing system, based on data collected from 84 child care centers.)<br/> <a href="http://www.fpg.unc.edu/smartstart/Reports/Validating_Licensing_System_Brochure.pdf">http://www.fpg.unc.edu/smartstart/Reports/Validating_Licensing_System_Brochure.pdf</a></p> <p>Cassidy, D. J., Hestenes, L.L., Mims, S., and Hestenes, S. (2003) "North Carolina Rated License Assessment Project: An executive summary 1999-2002" University of North Carolina at Greensboro, North Carolina.<br/> <a href="http://web.uncg.edu/ncrlap/pdf/ExecutiveSummary_Final_5_15_03.pdf">http://web.uncg.edu/ncrlap/pdf/ExecutiveSummary_Final_5_15_03.pdf</a></p> |

## Key Contacts

|                      |                                    |
|----------------------|------------------------------------|
| <b>Category :</b>    | Overall management                 |
| <b>Contact name:</b> | Deborah Cassidy, PhD, Director     |
| <b>Organization:</b> | DHHS-Division of Child Development |

|                      |  |
|----------------------|--|
| <b>Email:</b>        | <a href="mailto:deb.cassidy@dhhs.nc.gov">deb.cassidy@dhhs.nc.gov</a> |
| <b>Phone:</b>        | 919-662-4499   |
| <b>Contact name:</b> | Anna Carter, Deputy Director   |
| <b>Organization:</b> | DHHS-Division of Child Development                                   |
| <b>Email:</b>        | <a href="mailto:anna.carter@dhhs.nc.gov">anna.carter@dhhs.nc.gov</a> |
| <b>Phone:</b>        | 919-662-4499   |

## References

Bryant, D., Maxwell, K., Taylor, K., Poe, M., Peisner-Feinberg, E., and Bernier, K. (2003).

Smart Start and Preschool Child Care Quality in NC: Change Over Time and Relation to Children’s Readiness. Chapel Hill, NC: FPG Child Development Institute.

Bryant, D. (2000). Validating North Carolina’s 5-Star Child Care Licensing System. Chapel Hill, NC: FPG Child Development Institute.

Cassidy, D. & Hestenes, S. (2004). Lessons Learned from the First 5 Years of the NC Rated License Assessment Project. Greensboro, NC: University of North Carolina at Greensboro.



# RATED LICENSE FOR CHILD CARE CENTERS



| PROGRAM REQUIREMENT  | EDUCATION REQUIREMENT   |
|--|---|
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements.</li> </ul> <p style="text-align: center;"><b>1 pt.</b></p>  | <p>All staff must meet minimum licensing requirements which includes:</p> <ul style="list-style-type: none"> <li><b>On site child care administrator:</b> must be 21 years old and have a Level I NCECAC<sup>3</sup> or equivalent; or have HS diploma and have 2 years of early childhood work experience or a BA or AAS degree in ECE/CD or CDA or community college ECE certificate/diploma or 1 year early childhood work experience and the NCECC<sup>4</sup>, and have completed or be enrolled in 2 semester credit hours of ECE administration, or be working toward a Level I NCECAC<sup>3</sup> or equivalent.</li> <li><b>Lead teachers:</b> must be 18 yrs old and have the NCECC<sup>4</sup> or equivalent; or have a HS diploma or GED and have 1 year of child care experience working in a center or 2 years experience as a licensed family child care home operator or have completed a two-year high school child care program or have 20 additional hours of training in child development within the first 6 months of employment, and be working toward the NCECC<sup>4</sup> or equivalent.</li> <li><b>Teachers counted in ratios:</b> must be 18 years old with a HS diploma or GED, and have 1 year of child care experience working in a center or 2 years experience as a licensed family child care home operator or have completed a two-year high school child care program or have 20 additional hours of training in child development within the first 6 months of employment.</li> </ul> <p style="text-align: center;"><b>1 pt.</b></p> |
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>Meets all enhanced standards <u>except either</u> enhanced ratios <b>OR</b> enhanced space</li> </ul> <p style="text-align: center;"><b>2 pts.</b></p> | <ul style="list-style-type: none"> <li><b>On site child care administrator:</b> must meet minimum requirements and have a Level I NCECAC<sup>3</sup> or equivalent <u>and</u> 2 years of full-time verifiable early childhood experience or 1 year exp in child care administration.</li> </ul> <p><u>Centers with a licensed capacity of 200 or more</u> must also have a second on site child care administrator who meets min. requirements and has a Level I NCECAC<sup>3</sup> or equiv.</p> <ul style="list-style-type: none"> <li><b>Lead teachers:</b> must meet minimum requirements and 75% must have the NCECC<sup>4</sup> or equivalent <u>and</u> must have or be enrolled in 3 semester hours in ECE/CD<sup>5</sup>.</li> <li><b>Teachers counted in the ratios:</b> all must meet minimum requirements; 50% must be enrolled in 3 semester hours in ECE/CD<sup>5</sup> <u>or</u> have 1 year of full-time verifiable early childhood experience.</li> </ul> <p style="text-align: center;"><b>2 pts.</b></p>   |

<sup>1</sup>FDCRS= Family Day Care Rating Scale

<sup>3</sup>NCECAC = North Carolina Early Childhood Administrator Credential

<sup>5</sup>ECE/CD = Early Childhood Education/  
Child Development

<sup>2</sup>ERS= Environmental Rating Scales (ITERS-R/ECERS-R/SACERS) <sup>4</sup>NCECC = North Carolina Early Childhood Credential

<sup>6</sup>SACERS = School-Age Care Environment Rating Scale



# RATED LICENSE FOR CHILD CARE CENTERS



|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>All enhanced standards <u>except either</u> enhanced ratios</li> </ul> <p><b>OR</b></p> <p>enhanced space</p> <p><u>and</u></p> <ul style="list-style-type: none"> <li>ERS<sup>2</sup> = lowest classroom score at least 4.0</li> </ul> <p style="text-align: center;"><b>3 pts</b></p> | <ul style="list-style-type: none"> <li><b><u>On site child care administrator:</u></b> must meet minimum requirements and have a Level I NCECAC<sup>3</sup> or equivalent <u>and</u> 6 semester hours in ECE/CD<sup>5</sup>; and at least 2 years of full-time verifiable early childhood experience or 1 year exp in child care administration.</li> </ul> <p><u>Centers with a licensed capacity of 200 or more</u> must also have a second on site child care administrator who meets minimum requirements and has a Level I NCECAC<sup>3</sup> or equivalent.</p> <ul style="list-style-type: none"> <li><b><u>Lead teachers:</u></b> all must meet minimum requirements and have the NCECC<sup>4</sup> or equivalent; 75% must have 3 semester hours in ECE/CD<sup>5</sup> and be enrolled in an additional 3 semester hours in ECE/CD<sup>5</sup> <u>or</u> have 1 year of full-time verifiable early childhood experience.</li> <li><b><u>Teachers counted in the ratios:</u></b> all must meet minimum requirements; 50% must have the NCECC<sup>4</sup> or equivalent <u>or</u> have completed 3 semester hours in ECE/CD<sup>5</sup> <u>or</u> have 2 years of full-time verifiable early childhood experience.</li> </ul> <p style="text-align: center;"><b>3 pts.</b></p>   |
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>All enhanced standards <b>except enhanced space</b></li> </ul> <p><u>and</u></p> <ul style="list-style-type: none"> <li>ERS<sup>2</sup> = avg. 4.5 with no one classroom score lower than 4.0</li> </ul> <p style="text-align: center;"><b>4 pts</b></p>                                | <ul style="list-style-type: none"> <li><b><u>On site child care administrator:</u></b> must meet minimum requirements and have a Level I NCECAC<sup>3</sup> or equivalent <u>and</u> 18 semester hours in ECE/CD<sup>5</sup> and at least 1 year of full-time verifiable child care admin experience; or have a Level I NCECAC<sup>3</sup> or equivalent <u>and</u> 6 semester hours in ECE/CD<sup>5</sup> and at least 10 years of full-time verifiable early childhood administration experience.</li> </ul> <p><u>Centers with a licensed capacity of 200 or more</u> must also have a second on site child care administrator who meets minimum requirements and has a Level I NCECAC<sup>3</sup> or equivalent.</p> <ul style="list-style-type: none"> <li><b><u>Lead teachers:</u></b> all must meet minimum requirements and have the NCECC<sup>4</sup> or equivalent; 75% must have 6 semester hours in ECE/CD<sup>5</sup> and be enrolled in an additional 3 semester hours in ECE/CD<sup>5</sup> <u>or</u> must have 3 semester hours in ECE/CD<sup>5</sup> and 3 years of full-time verifiable early childhood experience <u>or</u> have 5 years of full-time verifiable early childhood work experience.</li> <li><b><u>Teachers counted in the ratios:</u></b> all must meet minimum requirements; 50% must have the NCECC<sup>4</sup> or equivalent.</li> </ul> <p style="text-align: center;"><b>4 pts</b></p> |

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<sup>3</sup>NCECAC = North Carolina Early Childhood Administrator Credential

<sup>5</sup>ECE/CD = Early Childhood Education/ Child Development

<sup>2</sup>ERS= Environmental Rating Scales (ITERS-R/ECERS-R/SACERS) <sup>4</sup>NCECC = North Carolina Early Childhood Credential

<sup>6</sup>SACERS = School-Age Care Environment Rating Scale



# RATED LICENSE FOR CHILD CARE CENTERS



|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>All enhanced standards <b>except enhanced space</b> <u>and</u></li> <li>ERS<sup>2</sup> = avg. 4.75 classroom score with no one classroom score lower than 4.0</li> </ul> <p style="text-align: center;"><b>5 pts.</b></p> | <ul style="list-style-type: none"> <li><b>On site child care administrator:</b> must meet minimum requirements and have a Level II NCECAC<sup>3</sup> or equivalent and at least 2 years full-time verifiable early childhood work experience.</li> </ul> <p><u>Centers with a licensed capacity of 200 or more</u> must also have a second on site child care administrator who meets min. requirements and has a Level I NCECAC<sup>3</sup> or equivalent.</p> <ul style="list-style-type: none"> <li><b>Lead teachers:</b> all must meet minimum requirements and have the NCECC<sup>4</sup> or equivalent; 75% must have 9 semester hours in ECE/CD<sup>5</sup> and be enrolled in an additional 3 semester hours in ECE/CD<sup>5</sup> and 1 year of full-time verifiable early childhood experience.</li> <li><b>Teachers counted in ratios:</b> all must meet minimum requirements; 50% must have the NCECC<sup>4</sup> or equivalent and 3 semester hours in ECE/CD<sup>5</sup>.</li> </ul> <p style="text-align: center;"><b>5 pts.</b></p>  |
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>All enhanced standards <u>and</u></li> <li>ERS<sup>2</sup> = avg. 5.0 with no one classroom score lower than 4.0</li> </ul> <p style="text-align: center;"><b>6 pts.</b></p>   | <ul style="list-style-type: none"> <li><b>On site child care administrator:</b> must meet minimum requirements and have a Level II NCECAC<sup>3</sup> or equivalent <u>and</u> 18 semester hours in ECE/CD<sup>5</sup> and at least 3 years full-time verifiable work experience in an early childhood center teaching young children, or three years of administrative experience, or three years of a combination of both.</li> </ul> <p><u>Centers with a licensed capacity of 200 or more</u> must also have a second on site child care administrator who meets min. requirements and has a Level I NCECAC<sup>3</sup> or equivalent.</p> <ul style="list-style-type: none"> <li><b>Lead teachers:</b> all must meet minimum requirements and have the NCECC<sup>4</sup> or equivalent; 50% must have an AAS degree in ECE/CD<sup>5</sup> or an AAS degree in any major with 12 semester hours in ECE/CD<sup>5</sup> and 1 year full-time verifiable early childhood work experience; or have completed 60 semester hours towards a BA/BS degree program with at least 12 semester hours in early childhood education and one year full-time verifiable early childhood work experience.</li> <li><b>Teachers counted in ratios:</b> all must meet minimum requirements; 50% must have the NCECC<sup>4</sup> or equivalent and 3 semester hours in ECE/CD<sup>5</sup> and 1 year full-time verifiable early childhood work experience.</li> </ul> <p style="text-align: center;"><b>6 pts.</b></p> |

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<sup>6</sup>SACERS = School-Age Care Environment Rating Scale



# RATED LICENSE FOR CHILD CARE CENTERS



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Meets minimum licensing requirements;</li> <li>• All enhanced standards <u>and</u> enhanced ratios minus 1 <u>and</u></li> <li>• ERS<sup>2</sup> = lowest classroom score at least 5.0</li> </ul> <p style="text-align: center;"><b>7 pts</b></p> | <ul style="list-style-type: none"> <li>• <b>On site child care administrator:</b> must meet minimum requirements and have a Level III NCECAC<sup>3</sup> or equivalent and at least 4 years full-time verifiable work exp. teaching in an early childhood center or administrative experience (or combination of both).</li> </ul> <p><u>Centers with a licensed capacity of 200 or more</u> must also have a second on site child care administrator who meets min. requirements and has a Level I NCECAC<sup>3</sup> or equivalent.</p> <ul style="list-style-type: none"> <li>• <b>Lead teachers:</b> all must meet minimum requirements and have the NCECC<sup>4</sup> or equivalent; 75% must have an AAS degree in ECE/CD<sup>5</sup> or an AAS degree in any major with 12 semester hours in ECE/CD<sup>5</sup>, and 2 years full-time verifiable early childhood work experience.</li> <li>• <b>Teachers counted in ratios:</b> all must meet minimum requirements; 50% must have the NCECC<sup>4</sup> or equivalent and 6 semester hours in ECE/CD<sup>5</sup> and 2 years full-time verifiable early childhood work experience.</li> </ul> <p style="text-align: center;"><b>7 pts.</b></p> |
|--|--|

## Composite Scoring for Star Rating

In each column determine the number of points attained based upon the highest standards met. Total the points from each column to determine the composite score.

| <u>Total Number of Points</u> | <u>Star Rating</u> |
|-------------------------------|--------------------|
| 4 through 6                   | Two Stars          |
| 7 through 9                   | Three Stars        |
| 10 through 12                 | Four Stars         |
| 13 through 15                 | Five Stars         |

*\*Note: You may choose to earn one quality point towards the total points earned on your rated license assessment. See Child Care Rule .2823 for a list of educational and programmatic options.*

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# RATED LICENSE FOR FAMILY CHILD CARE HOMES



| PROGRAM REQUIREMENT   | EDUCATION REQUIREMENT   |
|---|---|
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements.</li> </ul> <p style="text-align: center;"><b>1 pt.</b></p>   | <p>Operator meets minimum licensing requirements contained which includes:</p> <ul style="list-style-type: none"> <li>Be at least 21 years old (exempt if operating prior to 1-1-98)</li> <li>Must have a high school diploma or equivalent (exempt if operating prior to 1-1-98)</li> </ul> <p>Must take 12 hours of annual in-service training (8 hours if 10 years exp. or more)</p> <p style="text-align: center;"><b>1 pt.</b></p>                           |
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>Has written operational policies.</li> </ul> <p style="text-align: center;"><b>2 pts.</b></p>   | <p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> <li>Have completed the NC Family Child Care Credential or equiv. OR-</li> <li>Have completed at least 4 semester credit hours of ECE/CD<sup>2</sup> - OR -</li> <li>Have at least 5 years of full-time verifiable early childhood work experience and completed 8 additional in-service hours annually</li> </ul> <p style="text-align: center;"><b>2 pts.</b></p> |
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>Has written operational policies;</li> <li>FDCRS<sup>1</sup> score of 4.0</li> </ul> <p style="text-align: center;"><b>3 pts</b></p>  | <p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> <li>Have completed the NC Family Child Care Credential or equiv.</li> </ul> <p style="text-align: center;"><b>3 pts.</b></p>   |
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>Has written operational policies;</li> <li>FDCRS<sup>1</sup> score of 4.25</li> </ul> <p style="text-align: center;"><b>4 pts</b></p> | <p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> <li>Have completed the NC Family Child Care Credential or equiv.</li> <li>Have completed at least 6 semester credit hours of ECE/CD<sup>2</sup></li> </ul> <p style="text-align: center;"><b>4 pts</b></p>   |

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# RATED LICENSE FOR FAMILY CHILD CARE HOMES



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>Has written operational policies;</li> <li>FDCRS<sup>1</sup> score of 4.5</li> </ul> <p style="text-align: center;"><b>5 pts.</b></p>  | <p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> <li>Have completed the NC Family Child Care Credential or equiv.</li> <li>Have completed at least 12 semester credit hours of ECE/CD<sup>2</sup></li> <li>Two of 12 semester hours in early childhood education are in child care administration or one year verifiable early childhood work experience.</li> </ul> <p style="text-align: center;"><b>5 pts.</b></p>                    |
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>Has written operational policies;</li> <li>FDCRS<sup>1</sup> score of 4.75</li> <li>Of the 5 preschoolers enrolled, only 4 children &lt;age 1</li> </ul> <p style="text-align: center;"><b>6pts.</b></p> | <p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> <li>Have completed the NC Family Child Care Credential or equiv.</li> <li>Have completed at least 18 semester credit hours of ECE/CD<sup>2</sup></li> <li>Five of 18 semester hours in early childhood education are in child care administration or two years verifiable early childhood work experience.</li> </ul> <p style="text-align: center;"><b>6 pts.</b></p>                  |
| <ul style="list-style-type: none"> <li>Meets minimum licensing requirements;</li> <li>Has written operational policies;</li> <li>FDCRS<sup>1</sup>score of 5.0</li> <li>Of the 5 preschoolers enrolled, only 3 children &lt;age 1</li> </ul> <p style="text-align: center;"><b>7 pts</b></p>   | <p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> <li>Have an A.A.S. or B.A. in any major with 12 semester credit hours of hours of ECE/CD<sup>2</sup> AND have 2 years full-time verifiable early childhood work experience</li> <li>- OR -</li> <li>Have an A.A.S. or B.A. in ECE/CD<sup>2</sup> AND have 18 months of full-time verifiable early childhood work experience</li> </ul> <p style="text-align: center;"><b>7 pts.</b></p> |

### Composite Scoring for Star Rating

In each column determine the number of points attained based upon the highest standards met. Total the points from each column to determine the composite score.

#### Total Number of Points

- 4 through 6**
- 7 through 9**
- 10 through 12**
- 13 through 15**

#### Star Rating

- Two Stars**
- Three Stars**
- Four Stars**
- Five Stars**

*\*Note: You may choose to earn one quality point towards the total points earned on your rated license assessment. See Child Care Rule .2823 for a list of educational and programmatic options.*

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## **10A NCAC 09 .2823 QUALITY POINT OPTIONS**

Operators may earn one additional quality point as follows:

(1) Education options:

(a) Completion by staff of additional education coursework as follows:

(i) 75 percent of infant/toddler teachers have obtained an

Infant/Toddler Certificate, or

(ii) 75 percent of teachers have completed an A.A.S. or higher in early childhood education/child development, or

(iii) 75 percent of lead teachers have completed a BA/BS or higher in early childhood education/child development, or

(iv) All lead teachers have completed an A.A.S. or higher in early childhood education/child development, or

(v) 75 percent of group leaders have obtained a North Carolina School Age Care Credential or have completed six semester hours in school-age coursework, or

(vi) A family child care home provider has obtained an Infant/Toddler Certificate or has a BA/BS or higher in early childhood education/child development.

(b) Completion of 20 additional annual in-service training hours for full-time lead teachers and teachers, and staff working part-time shall complete additional hours based on the chart in Rule .0707(c) of this Chapter.

(c) Completion of 20 additional annual in-service training hours for family child care home providers.

(d) 75 percent of lead teachers and teachers shall have at least 10 years verifiable early childhood work experience.

(e) All lead teachers and teachers shall have at least five years verifiable early childhood work experience employed by no more than two different employers.

(f) Having a combined turnover rate of 20 percent or less for the administrator, program coordinator, lead teachers, teachers and group leader positions over the last 12 months if the program has earned at least four points in education.

(g) In a stand alone school age program, 75 percent of group leaders shall have at least five years verifiable school-age work experience employed in no more than two different school-age settings.

(2) Programmatic options:

(a) Use of age/developmentally appropriate curriculum that addresses five domains of development.

(b) Having group sizes decreased by at least one child per age group from the seven point level as described in Rule .2818(c) of this Section.

(c) Having staff/child ratios decreased by at least one child per age group from the seven point level as described in Rule .2818(c) of this Section.

(d) Meeting at least two of the following three programs standards:

(i) Having enhanced policies which include the following topics:  
emergency evacuation plan, field trip policy, staff development

plan, medication administration, enhanced discipline policy, and health rules for attendance.

(ii) Having a staff benefits package that offers at least four of the following six benefits: paid leave for professional development, paid planning time, vacation, sick time, retirement or health insurance.

(iii) Having evidence of an infrastructure of parent involvement which would include at least two of the following: parent newsletters offered at least quarterly, parent advisory board, periodic conferences for all children, or parent information meetings offered at least quarterly.

(e) Completion of a 30 hour or longer business training course by a family child care home provider.

(f) Completion of a business training course and a wage and hour training by the center administrator that is at least 30 hours total.

(g) Restricting enrollment to four preschool children in a family child care home.

(h) Reducing infant capacity by at least one child from the seven point level for a family child care home as described in Rule .2821(g)(3) of this Section.

North Carolina Department of Health and Human Services Division of Child Development (2008). CHAPTER 9 - CHILD CARE RULES.

Definitions:

For Lead Teachers- North Carolina Early Childhood Credential (NCECC)

Composed of two (2) early childhood curriculum credit courses--four (4) semester hour credits

- Course content:
- Becoming an Early Childhood Professional
- Understanding the Young Child - Growth and Development
- Understanding the Young Child - Individuality, Family and Culture
- Developmentally Appropriate Practices
- Positive Guidance
- Health and Safety

For Administrators - North Carolina Early Childhood Administration Credential (NCECAC)

Three required components must be successfully completed to receive this credential: administration coursework, additional early childhood/child development coursework, and a [portfolio](#)

- Level I is the minimum level required by law for all child care administrators. Levels II and III are voluntary
- Course content and demonstrated competency (portfolio)

- Level I Five (5) semester credit hours of administration coursework (two courses) + seven (7) semester credit hours of early childhood education coursework + [level I portfolio](#) need description
- Level II Five (5) semester credit hours of administration coursework (two courses) + AAS degree in Early Childhood Education + [level II portfolio](#)
- Level III Five (5) semester credit hours of administrative coursework (two courses) + BS degree in Child Development + [level III portfolio](#)

A portfolio is defined as a collection of activities that demonstrates administrative skill and competency.

There are six categories within a portfolio. These are:

- Leadership
- Program
- Rules and Regulations
- Financial Management
- Staff and Organizational Management
- Public Relations and Community Outreach

Only completed portfolios are accepted for assessment:

- A completed Level I portfolio has at least 6 specified assignments, 1 in each category.
- A completed Level II portfolio has at least 12 specified assignments, 2 in each category with 6 in Level II or III.
- A completed Level III portfolio has at least 18 specified assignments, 3 in each category with 6 in Level III.