

Chapter 6: STAR RATED LICENSE

Background Information

In 1999, the North Carolina General Assembly enacted legislation creating NC's Quality Rating System known as the Star Rated License System. The Star Rated License System represents enhanced voluntary program standards that reflect higher quality child care and exceeds the state's minimum licensing requirements. The star rated license system is aligned with the state's licensing system and is inclusive of all eligible child care facilities. Child care programs that meet the minimum licensing requirements and choose not to be assessed for higher voluntary standards are issued a One Star License. Child care programs that voluntarily meet higher standards may earn Two to Five Stars, depending on the standards they meet. Originally, the star rated license system evaluated child care programs on three components: program standards, education standards, and compliance history with child care requirements. In 2005 legislation was enacted that revised the star rated license program so that only two components are used to determine the number of stars earned: program standards and education standards. Research shows that program standards and education standards most accurately determine or reflect quality in child care settings and are directly linked to improved quality of care and good outcomes for children. The system was created for many reasons. It allows child care programs to be recognized for the higher quality care that already exists, improves consumer awareness of quality, and focuses on continuous quality improvement.

Purpose Of These Requirements

To provide voluntary enhanced program standards which reflect higher quality child care than the mandatory minimum licensing standards. These enhanced program standards address operator qualifications, learning environment, written operational policies, developmentally appropriate curricula, and capacity.

Definitions

Two component license: refers to a license issued based on an evaluation of the Family Child Care Home's program standards and education standards.

SECTION 1: APPLICATION FOR A STAR RATED LICENSE

Eligibility Requirements

General Statute 110-90 & Child Care Rules .2801, .2802

- ★ A FCCH must be in operation for a minimum of six consecutive months, to request an initial two through five star rated license, or to request that a star rating be changed to a two through five star rated license.
- ★ Prior to the issuance of a two through five star rated license, the FCCH must be in compliance with all applicable minimum child care requirements at the time the program is assessed.
- ★ The FCCH must have a compliance history score of 75% or better over an 18 month period, or the period that the FCCH has been in operation, whichever is less.

- ☑ The operator can request a star rated license assessment after the FCCH has been in operation for a minimum of six consecutive months.
- ☑ The requirements for a voluntary rated license of two stars or higher are in addition to the minimum requirements outlined in the child care law and rules.
- ☑ A FCCH's compliance history is a collection of violations cited over a specific period of time. As part of the rated license assessment, a child care consultant will check the FCCH's compliance history. For more information on compliance history scores refer to *Chapter 7 – Licenses*.
- ☑ A One Star License is issued to FCCHs that meet the minimum licensing requirements. For information on a One Star License refer to *Chapter 7 – Licenses*.

Application Process

Child Care Rules .2802 (b)(d)

- ★ The operator must submit a completed application to the Division for a voluntary rated license on a form provided by the Division.
- ★ A Division representative will assess the facility requesting a voluntary rated license to determine if all applicable requirements have been met to achieve the score for the requested star rating. This assessment may include a review of the Division records and site visits.

- ☑ To apply for a two through five star rated license, the operator must complete an Application for a Two Component Star Rated License Packet for FCCHs.

-  Application packets are available by request. Contact the Division at 1-800-859-0829 or 919-662-4499 or visit the Division's web site at www.ncchildcare.net to request the *Application for a Two Component Rated License Packet for FCCHs*.
- The completed Application for Assessment for a Two Component Star Rated License must be submitted to your child care consultant, and, if applicable, copies of your operational policies. Policy requirements are discussed later in this chapter.
- The child care consultant will review the information for completeness. If the information is incomplete, the child care consultant will contact you for missing information.
- Once the packet is complete, the child care consultant will contact you to arrange for an announced rated license assessment visit. The rated license assessment visit may include an annual compliance visit.

Components of a Star Rated License Child Care Rule .2802 (c)

-  A two through five star license is based on the number of points a child care program voluntarily chooses to meet in two components: program standards and education standards.
-  An operator may apply for a star rating based on the total number of points achieved for each component of the voluntary enhanced requirements.

- A program can earn up to seven points in each component (program standards and education standards). Points are based on the enhanced requirements a program chooses to meet in each component.
- Programs also have the option to earn one additional quality point towards the total points earned by meeting an education or programmatic quality point option. Quality point options are discussed in more detail later in this chapter.

- ☑ In order to achieve a two through five star rating, the total points earned must be at least as follows:

Total number of points	Rating
4 through 6	Two Stars
7 through 9	Three Stars
10 through 12	Four Stars
13 through 15	Five Stars

-  A document listing frequently asked questions and answers about the Star-Rated License is in the resource section of this chapter.

SECTION 2: PROGRAM STANDARDS

The program standards component offers FCCHs options to voluntarily enhance the quality of care children are receiving by having written operational policies and procedures, by providing a quality environment, and limiting the number of children under one year of age.

Points Levels for Program Standards Child Care Rule .2821

 When evaluating program standards, a program may earn up to seven points.

- ☑ The program standards component evaluates the quality of the child care environment and use of developmentally appropriate practices. This component focuses on how children are cared for.
- ☑ The number of points a program receives depends on the voluntary enhanced standards the program chooses to meet such as:
 - Having operating policies and procedures
 - Limiting the number of children under one year of age
 - Having an Environment Rating Scale (ERS) completed for the program and having specified scores from the assessment

-  A summary of each point level is found in the resource section in a chart, **Rated License For Family Child Care Homes.**

-  For the complete rule text refer to Section .2800 of the child care rules.

Operational Policies and Procedures Child Care Rules .2821 (b-g)

 To achieve two to seven points for program standards for a star rating, the operator must have written operational policies and procedures that includes information about:

- Meal and snack practices
- Daily activities
- Parent involvement
- Health and safety practices
- Infection control/ill child exclusion/inclusion
- Business practice

 Operational policies are reviewed by the child care consultant as part of the rated license assessment.

HH Research consistently finds that high quality administrative practices are essential for ensuring good outcomes for children and families.

 A checklist of items to include in your operational policies can be found in the resource section of this chapter.

 Information for your business practice policies can be found in a business course called, **Child Care Business Basics**. This is the business course accepted by the Division for the Quality Point. For more information about the class, refer to **SECTION 3: QUALITY POINT OPTIONS** in this chapter.

 The McCormick Tribune Center for Early Childhood Leadership developed the *Program Administration Scale* (PAS) to reliably measure the leadership and management practices of center-based programs. Though the PAS was intended for center based programs, many of the items and indicators also apply to family child care programs. The PAS was constructed to complement the environment rating scales. When used together, these tools provide a focused look at best practices at the classroom level and the broad view of program quality from an organizational perspective. You can access additional informational at www.cecl.nl.edu/.

- HH** A plan for parent involvement can include some of the following information:
- a procedure for registering a child for child care which involves both parents when possible and which encourages a visit to the FCCH by the child and the child's parents before the child begins attending the FCCH
 - opportunities for you to meet with parents on a regular basis to discuss their child's needs and progress and to exchange information about the program
 - activities which provide parents opportunities to participate in the FCCH program on a regular basis
 - a procedure for parents who need information or have complaints about the child care program
- HH** The more resourceful a caregiver is in encouraging parent participation in your family child care home, the more positive the child care experience will be for the child and caregiver.
- HH** The possibilities for parent/family participation in the child care setting are almost limitless. Here are a few examples: parties, celebrations, parent participation in or observation of group activities, toy repair, and daily communication through friendly conversations and written notes. All of these examples contribute to feelings of connection between you and the families served. Provide families with meaningful opportunities to participate in the program in your home.
- HH** Adopt policies and practices that embrace culture diversity. Young children are learning differences between their home culture, the culture of the community, and how to navigate among these. A FCCH aspect of quality is how you address fundamental issues of race, gender, language, and culture. Embed cultural competence into program practices.



A new issue brief from the Build Initiative, titled *Quality Rating and Improvement Systems for a Multi-Ethnic Society*, by Charles Bruner with Aisha Ray, Michelle Stover Wright and Abby Copeman, discusses why it is important to include cultural and linguistic responsiveness and anti-bias programming as aspects of early learning quality and how states have included these issues in quality rating and improvement system planning and development. It is available online at <http://www.buildinitiative.org/files/ORIS%20for%20a%20Multi-Ethnic%20Society%20Policy%20Brief.pdf>.

Family Child Care Environment Rating Scale Child Care Rules .2821(c-g)

 To achieve three to seven points for program standards for a star rating, the operator must have written operational policies and achieve a specified score on the Family Child Care Environment Rating Scale, Revised (FCCERS-R).

- The Environmental Rating Scales are nationally recognized assessment tools used to evaluate the quality of care received by a group of children in child care settings. These quality assessment tools were developed through the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill.
- The North Carolina Rated License Assessment Project (NCRLAP), which is located at the University of North Carolina at Greensboro, works collaboratively with the Division to complete ERS assessments across the state.
- If you want to have the FCCERS-R assessment completed, you will need to tell your child care consultant. Your child care consultant will contact the Rated License Assessment Project (NCRLAP) staff to request the FCCERS-R for your program. Staff at the NCRLAP office will contact you directly to schedule the ERS assessment. Trained evaluators will then visit your program to observe the children and their environment. Evaluators score programs on how well or how often certain things occur.
-  NCRLAP has an extensive web site, www.ncrlap.org that contains many helpful resources for child care providers. Refer to their web site for additional notes for each scale, frequently asked questions, how to prepare for a visit, and the current scheduling process.
-  NCRLAP offers free webinars about the assessment process and ERS. Each session typically lasts 30 minutes. Go to www.ncrlap.org and click the link on the home page for more details and information about registration or call 1-866-NCRLAP to register.
- HH** Prior to requesting an ERS, it is recommended that you complete training on the ERS and become familiar with the content. Contact your local Child Care Resource and Referral agency or Smart Start Partnership to ask about any special training they may be offering on the ERS.
-  **A Quick Reference to the Rated License Assessment Project** is located at the end of this chapter. This

information provides a quick reference on how to prepare for the ERS and what to expect the day of your assessment.

- ☑ The Division will provide for ERS assessments to be completed, as appropriate for the program, free of charge to operators requesting an initial three to seven points for program standards.
- ☑ The FCCERS-R is an overall assessment of the quality of a FCCH. The FCCERS-R is organized into seven categories:
 - Space and Furnishings
 - Personal Care Routines
 - Listening and Talking
 - Activities
 - Interaction
 - Program Structure
 - Parents and Provider



You can receive a copy of the FCCERS-R by contacting your local CCR&R, local Smart Start agency or ordering a copy from Teacher's College Press at 1-800-575-6566.



A brochure, **Scheduling Your Rated License Assessment**, is located at the end of this chapter.

- ☑ After the ERS assessments are completed, a summary report will be completed and forwarded to the child care consultant. The child care consultant will contact you to schedule a visit to review and discuss the summary report.
- ☑ If your program scores 4.0 on the FCCERS-R then your program will earn three points in program standards, if operational policies have also been created and minimum standards of the General Statutes and Child Care Requirements have been met.
- ☑ If your program scores less than a 4.0 on the FCCERS-R, then you will earn no more than two points in program standards.
- ☑ If you score less than 4.0 on the rating scale assessment, you may have your FCCH re-assessed with no additional charge. The Division will pay for no more than one low scoring assessment for any facility. If you are re-assessed and score less than 4.0 again, then you would have to pay for any additional re-assessments.
- ☑ If you re-apply for a higher star rated license and request to complete the ERS again before the three year period has elapsed, you will be charged for the ERS assessment



Information for Child Care Providers about the NCRLAP Grievance Process is in the resource section of this chapter.

-  An **Environmental Rating Scale Improvement Plan** form is located in the resource section of this chapter.
-  For the score a FCCH provider must achieve at each point level refer to the **Rated License For Family Child Care Homes** chart found in the resource section of this chapter.
-  See the following web page for **Frequently Asked Questions about the Environment Rating Scales**.
<http://ncrlap.org/Resources/Pages/FAQs.asp>

**Limiting the Number of Children Under the Age of One
Child Care Rules .2821 (f)(3), (g)(3)**

-  To achieve six to seven points for program standards for a star rating, the operator must have written operational policies, achieve a specified score on the Family Child Care Environment Rating Scale, Revised and limit the number of children under one year of age.

- To achieve six points in program standards no more than four children can be under one year old.
- To achieve seven points in program standards no more than three children may be under one year old.
- A restriction will be added to your license indicating that you may not care for more than 4 or 3 infants at one time, depending on the points achieved.
-  To see all the requirements needed to be achieved at each point level refer to the **Rated License For Family Child Care Homes** chart found in the resource section of this chapter.

SECTION 2: EDUCATION STANDARDS

**Education Standards
Child Care Rule .2822**

-  When evaluating education standards, up to seven points may be earned.

- For the complete rule text refer to Section .2800 of the child care rules.
- The points earned for education standards are based on a combination of the education and experience of the operator. If two operators are on the license, then the operator with the least education is used to determine the education points for the program.

- The Division will have access to the education information you submit to the Institute of Child Development Professionals when evaluating your points for education standards.
-  A summary of the education requirements for each point level is found in the resource section in a chart, **Rated License For Family Child Care Homes**.
- You must be at least 21 years of age and have at least a high school diploma or equivalent, the minimum requirement for a family child care home provider, to apply for a 2 to 5 Star-Rated License.
- An operator can achieve points for education standards in the Star Rated License by completing the North Carolina Family Child Care Credential or its equivalent. To receive the Family Child Care Home credential certificate, you must submit to the Division the **North Carolina Division of Child Development Credential Application**.
-  The **North Carolina Division of Child Development Credential Application** is in the Resource Section of *Chapter 4 – Records and Activities*.
-  Refer to the **Sample Professional Development Plan** handout in the resource section of this chapter for assistance with creating an education improvement plan.
-  The NC Institute for Child Development Professionals assesses the education of individuals working in a Family Child Care Home within 60 days of licensure. Your level of education determines your certification level. For more information about the certification system offered by the NC Institute for Child Development Professionals call 919-942-7442.
- Experience in child care must have been in a licensed or formal child care arrangement, including Pre-K Programs, Kindergartens and preschools. Experience in informal child care programs such as Mother’s Morning Out programs operated many times by faith based programs do not count.
- Your experience is documented on the **Application for Assessment for a Two Component Star Rated License**.

SECTION 3: QUALITY POINT OPTIONS

Quality Point Options Child Care Rule .2823

-  Operators being evaluated for a two to five star rated license can earn one additional quality point towards the total points earned.

-  A complete list of Quality Point Options can be found in the resource section on the chart, **Rated License For Family Child Care Homes**.
- The quality point option is a way to give credit to an operator who is meeting an educational or programmatic area that is not already covered in the two components.
- There are multiple programmatic and educational items an operator can meet; however, the operator can never earn more than one total quality point in this area.
- To earn this point, a child care consultant will verify the FCCH meets the quality point option during the rated license assessment visit.
- The Infant/Toddler Care Certificate is only awarded through the NC Community College system. The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments.
- To receive a quality point for the use of an age/developmentally appropriate curriculum, the program must be using approved curricula.
-  Refer to the **North Carolina Approved Early Childhood Curricula** handout for a list of approved curricula. The Division and the NC Office of School Readiness (OSR) facilitated a comprehensive curriculum review process that was conducted by a panel of experts. This list is also available on the Division's web site at www.ncchildcare.net or the OSR's web site at www.osr.nc.gov.
- HH** Though the approved curricula has information that will be specific to center environments, much of the information provided can be applied to Family Child Care Home environments as well.
- To receive a quality point for the Business Training Course and Wage and Hour Course, it must be at least 30 hours long. Once completed the course does not need to be taken again.
- HH** A major entity that offers an approved business training course is Self-Help. Self-Help is a non-profit that provides

financing, technical support, consumer financial services and advocacy for individuals and groups who are economically disadvantaged or underserved. One entity in the community they see as underserved are child care programs.

- HH Child Care Business Basics** developed and presented by Self Help is a business course that has been approved by the Division to satisfy the 30 hour business training course quality point option. For more information contact Self Help at 1-800-476-7428 or www.selfhelp.org.
- HH** Trainers and more information about the Child Care Basic Business Course can be found on the website for Self-Help. <http://www.self-help.org/business-and-nonprofit-loans/resource-center-1/child-care-business-basics/?searchterm=Child%20Care%20business%20Basics>
- HH** Business courses are also offered by Small Business Administration offices. Any training must be from an approved trainer.

SECTION 4: MAINTAINING A STAR RATING

Maintaining a Star Rating Child Care Rule . 2824

-  A representative from the Division will make announced or unannounced visits to facilities to assess on-going compliance with the requirements of a star rating after it has been issued.
-  If changes occur at a facility which results in the operator not complying with the standards for the star rating issued, the operator must correct the noncompliance within 30 days.
-  A complete assessment of requirements for a voluntary star rated license of two to five stars will be conducted at least once every three years.

- If violations with the standards that determine the star rating are documented or if changes occurred at a facility which resulted in noncompliance and the operator did not correct noncompliance within 30 days, the Division may take one or more of the following actions:
 - Advise the operator to submit written verification that the violation(s) have been corrected.
 - Return to the facility for an unannounced visit at a later date to determine if compliance has been achieved.
 - Recommend an Environment Rating Scale Assessment be conducted.
 - Recommend a complete reassessment of requirements of the star rating issued to the facility.
 - Recommend the star rating be reduced.
 - Recommend administrative action.

- The Division will provide for an evaluation of program standards using the environment rating scales free of charge once every three years when reassessing the ratings of operators with 3-7 points for program standards.
- Prior to a FCCH three year reassessment, the Division will mail a packet of information to the program; this includes a self-study checklist and several other documents to help the program prepare for the three year reassessment. This process includes a Rated License Reassessment Self-Study that should be completed by the operator and sent to the child care consultant within thirty days of receipt of the packet.
-  A copy of the **Rated License Reassessment Self-Study** and **Environmental Rating Scale Improvement Plan** is located in the resource section.

SECTION 6: REQUESTING AN APPEAL OR CHANGE IN RATING

Requesting an Appeal of Rating Child Care Rule .2825

-  An operator may apply for a change or appeal of the star rating at any time.
-  An operator may have extra rating scale assessments performed at his or her expense in addition to the free one performed by the Division.
-  An operator may appeal a reduction of a star rating as provided in General Statute 110-94.

- After receiving a two through five star rated license the operator may apply at anytime for a higher star rating. To initiate an assessment the operator will need to request and complete an Application for a Two Component Rated License Packet for FCCHs. Follow procedures found in section one of this chapter on application for a star rated license.

Resources available to assist you in increasing or maintaining your Star Rated License:

- Visit the Division’s web site at www.ncchildcare.net to find resources and information about NC’s Star Rated License system.
- Contact your child care consultant, and other Division staff, for technical assistance, guidance, and consultation on the rated license system.

- Learn more about the TEACH program and WAGES to help offset the cost of classes and salary supplements by visiting www.childcareservices.org.
- Child Care Health Consultants can provide you with assistance on improving the overall health and safety of your child care program. To find out if there is a child care health consultant in your area, call the Health and Safety Resource Center at 1-800-367-2229 or visit their web site at www.healthychildcarenc.org.
- Local Smart Start Partnerships have various quality improvement programs in which they work closely with individual FCCHs to improve the quality of care provided.
- Resource and Referral Agencies provide training on a variety of topics, including completing an environment rating scale.
- NCRLAP has an extensive web site, www.ncrlap.org that contains helpful resources for child care providers. Refer to their web site for additional notes for each scale, frequently asked questions, how to prepare for a visit, .webinars on assessment process and ERS, and the current scheduling process.
- For resources on professional development refer to the NC Institute for Child Development Professionals at <http://ncicdp.org/> to develop a professional plan of action to guide career growth.
- All 58 schools in the North Carolina Community College System offer child care related coursework leading to an Associates Degree (AAS) in Early Childhood Education (ECE). Some colleges also offer a Certificate and/or Diploma in ECE before the AAS. School-age coursework is also available. Click on this link to find the nearest community college near you.
http://www.ncccs.cc.nc.us/colleges_map.htm

Resource Section

Chapter 6: STAR RATED LICENSE

The following pages contain resource materials related to the content in the preceding chapter.

Some of the resources provided are forms created by the Division of Child Development and must be used by licensed family child care homes. Other materials are provided only as a resource for family child care homes and may be used at your discretion.

You may also wish to use this section to store additional resource materials that you have related to the chapter or information that is specific to your program.

Star Rated License Frequently Asked Questions

What is the process for applying for a 2-5 star rated license?

Please contact your child care consultant or a Division customer service representative at 1.800.859.0829 to request an application packet. Once you've completed the application, mail it to your child care consultant and a visit will be made to evaluate your program. You may also request an [application packet](#) on this site.

What is the cost to apply for a higher license?

There is no cost to apply for a star rated license. If you are having an Environment Rating Scale Assessment completed (to earn more points in the area of program standards), you will receive one free assessment every three years. If you re-apply for a higher star rated license and request to have the rating scale done again before the three year period has elapsed, you will be charged for the rating scale assessment on a per classroom basis.

How long do I have to wait to apply for a higher star rated license?

You can apply for a higher license at any time. Again, you can either contact your child care consultant, a Division customer service representative or visit DCD's website at http://ncchildcare.dhhs.state.nc.us/providers/pv_requestLicenseAssessment.asp to get the Rated License Assessment packet by mail

How do I obtain the Environment Rating Scale book?

Many local Resource and Referral agencies or Smart Start partnerships have Environment Rating Scale books that you can borrow. You can also purchase one from Teachers College Press by calling 1.800.575.6566.

I hear that there is additional information about Environment Rating Scales that providers can use as a resource. Where can I access this information?

The North Carolina Rated License Assessment Project maintains a [web site](#) at <http://ncrlap.org/> with detailed information about the Environment Rating Scale Process as well as additional notes that are provided as clarification for provider.

What occurs when an Environment Rating Scale Assessment is done?

Child Care Centers: The assessors schedule a date to visit your program. When they arrive, they will randomly select classrooms to observe. One-third of the classrooms will be assessed. No information will be left at the end of the assessment. A summary will be mailed to your consultant who will deliver and review it with you.

Family Child Care Homes: The assessors schedule a date to visit your home. They will stay and observe for approximately four hours. No information will be left at the end of the assessment. A summary will be mailed to your consultant who will deliver and review it with you.

Star Rated License Frequently Asked Questions

What if I disagree with the Environment Rating Scale Assessment score?

There is a way for providers to appeal their rating scale scores if they disagree with the assessment. The first step is to let your child care consultant know you would like to appeal the score. In some cases, the assessments may be repeated.

What information about a 2-5 star rated license is available for public review at the Division of Child Development?

A copy of the application for the 2-5 star rated license and documents that support the number of points earned for the star rated license are kept on file at the Division, along with other public information about the facility (visits, inspections, etc.). This would include the compliance history score calculated when the application was submitted and a copy of the Environment Rating Scale Assessment, if one was completed.



RATED LICENSE FOR FAMILY CHILD CARE HOMES



PROGRAM REQUIREMENT	EDUCATION REQUIREMENT
<ul style="list-style-type: none"> Meets minimum licensing requirements. <p style="text-align: center;">1 pt.</p>	<p>Operator meets minimum licensing requirements contained which includes:</p> <ul style="list-style-type: none"> Be at least 21 years old (exempt if operating prior to 1-1-98) Must have a high school diploma or equivalent (exempt if operating prior to 1-1-98) Must take 12 hours of annual in-service training (8 hours if 10 years experience or more) <p style="text-align: center;">1 pt.</p>
<ul style="list-style-type: none"> Meets minimum licensing requirements; Has written operational policies. <p style="text-align: center;">2 pts.</p>	<p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> Have completed the NC Family Child Care Credential or equiv. OR- Have completed at least 4 semester credit hours of ECE/CD² - OR - Have at least 5 years of full-time verifiable early childhood work experience and completed 8 additional in-service hours annually <p style="text-align: center;">2 pts.</p>
<ul style="list-style-type: none"> Meets minimum licensing requirements; Has written operational policies; FCCERS-R¹ score of 4.0 <p style="text-align: center;">3 pts</p>	<p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> Have completed the NC Family Child Care Credential or equiv. <p style="text-align: center;">3 pts.</p>
<ul style="list-style-type: none"> Meets minimum licensing requirements; Has written operational policies; FCCERS-R¹ score of 4.25 <p style="text-align: center;">4 pts</p>	<p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> Have completed the NC Family Child Care Credential or equiv. Have completed at least 6 semester credit hours of ECE/CD² <p style="text-align: center;">4 pts</p>

¹FCCERS-R= Family Child Care Environment Rating Scale, Revised Edition ²ERS= Environmental Rating Scales (ITERS-R/ECERS-R/SACERS)

³NCECAC = North Carolina Early Childhood Administrator Credential ⁴NCECC = North Carolina Early Childhood Credential

⁵ECE/CD = Early Childhood Education/Child Development

⁶SACERS = School-Age Care Environment Rating Scale

**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. Rev. 6/10.*



RATED LICENSE FOR FAMILY CHILD CARE HOMES



<ul style="list-style-type: none"> • Meets minimum licensing requirements; • Has written operational policies; • FCCERS-R¹ score of 4.5 <p style="text-align: center;">5 pts.</p>	<p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> • Have completed the NC Family Child Care Credential or equiv. • Have completed at least 12 semester credit hours of ECE/CD² • Two of 12 semester hours in early childhood education are in child care administration or one year verifiable early childhood work experience. <p style="text-align: center;">5 pts.</p>
<ul style="list-style-type: none"> • Meets minimum licensing requirements; • Has written operational policies; • FCCERS-R¹ score of 4.75 • Of the 5 preschoolers enrolled, only 4 children <age 1 <p style="text-align: center;">6pts.</p>	<p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> • Have completed the NC Family Child Care Credential or equiv. • Have completed at least 18 semester credit hours of ECE/CD² • Five of 18 semester hours in early childhood education are in child care administration or two years verifiable early childhood work experience. <p style="text-align: center;">6 pts.</p>
<ul style="list-style-type: none"> • Meets minimum licensing requirements; • Has written operational policies; • FCCERS-R¹score of 5.0 • Of the 5 preschoolers enrolled, only 3 children <age 1 <p style="text-align: center;">7 pts</p>	<p>Operator meets minimum licensing requirements, plus:</p> <ul style="list-style-type: none"> • Have an A.A.S. or B.A. in any major with 12 semester credit hours of hours of ECE/CD² AND have 2 years full-time verifiable early childhood work experience - OR - • Have an A.A.S. or B.A. in ECE/CD² AND have 18 months of full-time verifiable early childhood work experience <p style="text-align: center;">7 pts.</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**

¹FCCERS-R= Family Child Care Environment Rating Scale, Revised Edition ²ERS= Environmental Rating Scales (ITERS-R/ECERS-R/SACERS)

³NCECAC = North Carolina Early Childhood Administrator Credential ⁴NCECC = North Carolina Early Childhood Credential

⁵ECE/CD = Early Childhood Education/Child Development

⁶SACERS = School-Age Care Environment Rating Scale

**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. Rev. 6/10.*

ID # _____

Name of Program _____

Operational Policies for Family Child Care Homes

Effective Date of Policies: _____

I. Check each item reviewed and indicate if it is acceptable

Sufficient	Not Adequate	Missing	Item	Comments
			<p>Business Practices (minimum requirements)</p> <ul style="list-style-type: none"> • Days and Hours of Operation • Tuition Rates/Payment Policy • Ages Accepted • Enrollment Procedures • Closing Dates (i.e. Vacation/Holidays/Professional Development) • Substitute Arrangement • Written Plan of Care <p>(suggestions)</p> <ul style="list-style-type: none"> • Additional Fees (early drop-off, late pick-up, deposit, supply fee...) • Severe Weather Policy • Trial Enrollment Period Policy • Supplies (what parent provides) • Termination Policy • Program Description • Summary of the Law • Records 	
			<p>Health and Safety Practices (minimum requirements)</p> <ul style="list-style-type: none"> • Safe Sleep Policy • Discipline Policy • Procedures for Adminstrating Medications • Statement of First Aid and CPR Certification • Emergency Information Request • Transportation Procedures and Permission (if applicable) • Policy on Pick-up of Child(ren) • Fire Drill Procedures • Abuse and Neglect Reporting Procedures • Breastfeeding Support <p>(suggestions)</p> <ul style="list-style-type: none"> • Emergency Procedures • Community Health Resources • Procedures for Reporting Injuries • Toilet Training 	

ID # _____

Name of Program _____

Sufficient	Not Adequate	Missing	Item	Comments
			Infection Control – Ill Child Exclusion/Inclusion (minimum requirements) <ul style="list-style-type: none"> • Policy for when a child is too sick to attend (including symptoms) • Policy for when children are too ill to remain in care (including symptoms) • Procedures for when the provider is sick (suggestions) <ul style="list-style-type: none"> • Immunization Requirements • Hand Washing Procedures 	
			Meal and Snack Practices (minimum requirements) <ul style="list-style-type: none"> • What Meals are Supplied (i.e. breakfast, snack, lunch...) • Approximate Times of Meals • Nutritional Requirements (suggestions) <ul style="list-style-type: none"> • Information about Food Program (if on the food program) • Sample Menus • Allergy Plans 	
			Daily Activities (minimum requirements) <ul style="list-style-type: none"> • Copy of Schedule • Description of Types of Activities • Field Trip Permission (if applicable) (suggestions) <ul style="list-style-type: none"> • Description of the importance of different types of activities 	
			Parent Involvement (minimum requirements) <ul style="list-style-type: none"> • A statement on how parents will be encouraged to be involved (i.e. parent conferences, sharing time or talent, attending field trips, donations...) 	

How Quality Is Assessed

Highly trained assessors seek to determine the quality of children's care and education using items found in one of the following four rating scales:

- Infant/Toddler Environment Rating Scale (revised)—birth through 30 months.
- Early Childhood Environment Rating Scale (revised)—31 months through 5 years.
- Family Child Care Environment Rating Scale (revised)—multi-age care in a home environment.
- School-Age Environment Rating Scale—5 through 12 years.

To conduct a valid assessment, we attempt to complete the assessment on a "typical day" (e.g., usual routine, no special activities or guests). Also, each classroom or family child care home must have more than half of the children enrolled in attendance on the day of the assessment. Finally, each home or classroom being assessed should expect two assessors for the observation, although it is possible that only one assessor will conduct the observation.

In multi-classroom centers, a minimum of one-third of the total classrooms will be assessed. This will include at least one classroom from each age group requiring a specific rating scale (i.e., one infant/toddler classroom, one school-age classroom, etc.).

Special types of programs: When scheduling the assessment, please notify our offices if your program has a specialized focus or serves special populations (for example, children with moderate to severe disabilities, non-English speaking teachers and/or children, etc.).

Visit www.ncrlap.org for additional information about the rating scales and assessment process, as well as upcoming training events such as conference sessions and webinars.

THE NORTH CAROLINA RATED LICENSE

ASSESSMENT PROJECT is a collaboration between the North Carolina Division of Child Development (DCD) and the University of North Carolina at Greensboro. NCRLAP's purpose is to conduct voluntary assessments for child care centers and family child care homes attempting to earn a higher star rating in the North Carolina Star Rated License system.

The NC Star Rated License is determined by points earned in two components:

1. Program Standards
2. Staff Education Standards

Program Standards points are awarded as programs meet basic licensing, enhanced standards, and ratio requirements. It is in this area that Environment Rating Scale assessments are used. Child care programs with higher rating scale scores can earn more Program Standards points. For additional information regarding the NC Star Rated System and how points are earned in both components, you may visit the DCD Web site: <http://ncchildcare.dhhs.state.nc.us>.



NCRLAP Main Office:

University of North Carolina at Greensboro

915 Northridge Street

Greensboro, NC 27403

Phone: 866-3NCRLAP (toll-free) or 336-315-7717

Fax: 336-315-7728

www.ncrlap.org

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A Quick Reference to the Rated License Assessment Process



How quality is assessed

How to prepare for the visit

What to expect the day of the assessment and after the assessment

WHAT TO EXPECT

The Day of the Assessment

Upon Arrival of the Assessor

The assessor will typically greet the administrator or provider, give a brief overview of the day, and may tour the facility. In child care centers, classrooms to be assessed are chosen randomly on the morning of each scheduled assessment.

The Observation

The observation will take approximately three to five hours. During that period, the assessor will observe a wide variety of interactions, activities, and materials as required by the rating scale. For example, the assessor may observe indoor and outdoor space, materials used by the children, room arrangement, health practices, staff/child interactions, and so on. Our assessors will remain as unobtrusive as possible while conducting the observation.



Interview with Staff

The Environment Rating Scales require a 30- to 45-minute interview with a the lead classroom teacher or provider. The interview may take place during naptime, or while a substitute teacher replaces the classroom teacher. For after school assessments, assessors typically conduct an interview before children arrive as well as a post-assessment interview.

**Improving the quality of child care across
North Carolina one facility at a time.**

HOW TO PREPARE for the Visit

Common Ways to Prepare:

1. Read and study the Environment Rating Scales. It is **extremely** helpful to spend time reading the rating scales carefully, including any definitions in the front of the books and the notes for clarification.

It is also **strongly recommended** that you examine these materials accessed at our Web site (www.ncrlap.org) and your local Child Care Resource & Referral agency.

- NC Additional Notes for each rating scale
 - NCRLAP's Requirements for Gross Motor Space and Equipment
 - Meal Guidelines: Ages 1–12 and/or Infant Meal Guidelines: Ages 0–11 Months
2. Participate in a “self-assessment” before the scheduled assessment.
 3. Talk with a Child Care Licensing Consultant about the assessment and/or receive assistance from an outside agency (such as your local Smart Start partnership or Child Care Resource & Referral Network). Also consider networking with providers who have experienced the assessment process.

4. Prepare your facility to maximize the assessment process through quality enhancements. Any changes should reflect the best practices for young children and should improve the quality of the program on an ongoing basis.
5. Prior to the assessment, inform the children that they will have a visitor in the classroom.
6. After the assessment is scheduled, a packet of information and forms will be sent to you. Please have the necessary paperwork completed and available to give to the assessors before the observation. These include:
 - Classroom Information Form
 - Teacher Information Form
 - Classroom Daily Schedules

Rescheduling and Date Changes

If you need to make any changes to your scheduling window or block out dates, please immediately contact your Child Care Licensing Consultant and the NCRLAP office to request the changes. This is important because delaying assessments could potentially impact your operating license depending upon the renewal date.



After the Assessment

For each observation, the assessor will complete a detailed report that identifies strengths and areas needing improvement as determined by the Environment Rating Scale assessment. The completed report is forwarded to the facility's Child Care Licensing Consultant, who is responsible for communicating the information to the child care facility.

The facility summary report is designed to provide specific feedback so that child care staff may enhance their program's quality through goal setting and other quality enhancement efforts.

If you have additional questions about the assessment process, please contact the NCRLAP main office toll-free at 866-3NCRLAP.

Your rated license assessment visit is important.

Making sure the observations occur on a typical day is key!

The Environment Rating Scale assessment is an important component of your center or home's child care license. This brochure contains helpful information to consider while scheduling and planning for your assessments. Please note this information corresponds with the Rated License Assessment Request Review form that is completed with your Child Care Licensing Consultant.



SCHEDULING **Your Assessment**

- 1. Assessment Request.** Once you are ready to be assessed, ask your Child Care Licensing Consultant to submit an Environment Rating Scale (ERS) assessment request to NCRLAP.
- 2. Initial Phone Call.** You will be contacted to schedule your assessment and to have your questions answered about the assessment process.
- 3. Setting the Date.** A four-week scheduling window is given for assessments. The window always starts on a Monday and ends on the Friday of the fourth week after the start date. NCRLAP staff may be available immediately; therefore, your program is expected to be prepared at the time the ERS request is submitted and will be given the next available dates.
- 4. Wait times.** Depending upon the number of pending assessments, there may be times when your program will wait longer to be assessed.
- 5. Block-out days.** Programs have the option of identifying up to five dates to block out. Assessments need to occur on "typical days" that represent children's daily experiences while in child care. Therefore, special events such as field trips, parties, or resource visits cannot occur during assessments. Additionally, block-out days should be used when many staff have planned vacation time or attendance is expected to be very low. Using block-out days allows providers to designate specific days during their four-week scheduling window that may not be considered "typical." Special events can occur during the four-week window; however, it is imperative that NCRLAP is informed of these days. If you need to change your block-out dates for any reason *after* your four-week window has begun, contact your Child Care Licensing Consultant for approval first.
- 6. Confirmation Call.** You will receive a confirmation call the week before the start of your scheduling window. This call serves to confirm that you are ready for our assessors to arrive to conduct the ERS, to verify directions and arrival times, and to provide a final opportunity to make changes to the block-out dates if necessary.



Contact the NCRLAP office and speak with one of our schedulers regarding any questions you have about your assessment date or window. We look forward to visiting your program.

FOR MORE INFORMATION about the NC Rated License Assessment Project and the Environment Rating Scales (ITERS-R, ECERS-R, FCCERS-R, and SACERS), as well as upcoming training events such as conference sessions and webinars, see our Web site at www.ncrlap.org.



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www.ncrlap.org



North Carolina Rated License Assessment Project

SCHEDULING PROCEDURES FOR ASSESSMENTS

Environment Rating Scale assessments are scheduled using a four-week window. Rather than assigning a specific announced date, assessments can occur anytime within an assigned four-week period. Except for block-out dates (described in this brochure), program staff can expect assessors to come on any day during the four-week window.



Conducting assessments to improve child care quality one facility at a time!

POSTPONEMENTS

- If an assessment is attempted but cannot be completed due to factors beyond the program's control, such as low attendance or inclement weather, NCRLAP will prioritize rescheduling your assessment to complete the assessment within the original four-week window.
- If NCRLAP is not notified of block-out dates prior to the beginning of your four-week window and an assessment cannot be completed because of events such as field trips, planned staff absences, etc., it may be necessary to extend the scheduling window until an assessor is available. Your Child Care Licensing Consultant will be notified, and your rated license packet may be processed without ERS scores.
- If NCRLAP is unable to complete your assessment on the second attempt due to factors within the program's control, your program will have to pay the assessment fee.

PLAN

for a Typical Day

Assessments should occur on a typical day in your program. There are several factors within a program's control that impact whether an assessment day is considered to be typical.

Regular Classroom Staff:

- Only teachers who work with the children daily should be present during the observation, and they should be present during their normal work hours only.
- Additional staff (such as floaters, teachers from another classroom, or an administrator) can be present in the classroom during breaks or at a certain time of day if this is part of their daily routine; however, the additional staff should not stay for a longer period of time than is usual.
- Other adults such as volunteers, therapists, interns, or family members should also participate only at their usual times.
- Extra staff will be asked to leave the classroom during the assessment, and your Child Care Licensing Consultant may be contacted to determine whether or not the typical staff were present during the assessment.
- If a substitute for a lead teacher will be present and you do not believe this individual has enough knowledge of the children or classroom to complete the assessment, call NCRLAP (in advance of the assessment) to discuss your options.

Regular Daily Schedule: The normal daily schedule must be followed. Assessors need to see what occurs day in and day out. If something slightly unexpected occurs (e.g., a fire drill, thunderstorm), the standard plan for that type of day should be followed.

Regular Indoor and Outdoor Activities:

The assessment(s) cannot be completed when special events such as resource visits, parties/celebrations, or field trips are planned. Please keep NCRLAP informed of non-typical days within your window (your block-out dates).

Regular Attendance: For an assessment to be considered valid, more than half of the enrolled children must be present for the majority of the observation. Other specific attendance requirements will be discussed during the scheduling call.

Keep in Mind: If it is determined that the day is not typical based on NCRLAP guidelines for a valid assessment, your assessment(s) must be rescheduled.



PLEASE NOTE: Providing false information regarding staffing (e.g., additional or different staff in room) or other program characteristics (e.g., number of classrooms, correct enrollment, etc.) will result in a reassessment fee for each rescheduled assessment and an administrative action may be issued by the Division of Child Development.



Information for Child Care Providers about the NCRLAP Grievance Process

It is common for child care providers to have questions about their facility summary report. Occasionally, child care providers raise objections or disagree with some aspect of the report. This document outlines the steps that providers may follow if they have questions about their report.

Step 1: Talk with your Child Care Consultant about your questions or concerns

Your Child Care Consultant is available to clarify and offer guidance about the NCRLAP assessment and grievance processes. In most situations, questions can be addressed in an informal way (e.g., often with a simple telephone call to the NCRLAP main office).

Step 2: Write a letter to NCRLAP explaining your grievance within 30 working days of receiving your facility summary report

If you decide to proceed beyond Step 1, we ask that you write a letter to fully describe your grievance. The letter should be submitted to your Child Care Consultant within 30 days of receiving the facility summary report. Your consultant will forward the letter to NCRLAP. The letter should include the following:

- Facility name and contact information (e.g., provider's name, telephone, and mailing address)
- Assessment date(s), rating scale used, and assessor name(s)
- Description of your grievance for each item (please identify the item/indicator number).

After NCRLAP receives your letter, a State Anchor will provide a written response to each question or concern raised in your letter. Additional information about the Environment Rating Scale requirements or assessment procedures may also be provided. The response letter is generally completed within 30 working days.

Step 3: Remedies

During a grievance process the entire assessment report will be reviewed. Revisions will be made to correct errors or modify information as needed. If changes are made, then a revised facility summary report will be submitted to the provider and consultant. Ideally programs will use the information provided in the response letter to determine what, if any program improvements are necessary.

After receiving the response letter, there is an option to have a grievance meeting with NCRLAP staff and your Child Care Consultant to further discuss concerns and address any additional information about the assessment(s). Participants usually include a director or home provider, classroom teacher, child consultant, licensing supervisor, assessor, and a state anchor. In rare cases a reassessment may be warranted. All available options will be identified in NCRLAP's response letter so that you can make the best decision for your program.

Additional information about the grievance process

1. The grievance process applies only the most recently completed assessment(s) at a facility, rather than a previous assessment.
2. Another assessment cannot be scheduled at a facility until the grievance process for the most recent assessment is completed.

Environment Rating Scale Improvement Plan

*Use this form to review FCCH scores from previous rating scale assessments or practice ratings conducted by other individuals. Complete **prior to visit** from consultant and make a copy to review during the visit.*

FCCH INFORMATION

FCCH Assessed	Scale Used	Operator During Observation
	<input type="checkbox"/> FCCERS-R	

ASSESSMENT INFORMATION

Type of Assessment: Practice; date _____ For most recent Rated License; date _____
List below item numbers from the scale that scored below 5.

Item # from Scale	Score	Summary of Concerns and Assessor Remarks

IMPROVEMENTS MADE

Item # from Above	Changes made

SUGGESTIONS FOR IMPROVEMENT

Item # from Above	Changes to be made	Responsible Party/Agency	Estimated Time Frame to Complete

Completed By:

Operator's Name _____ Title _____ Date _____

Reviewed By:

Consultant's Name _____ Date _____

Sample Professional Development Plan

Name of Operator: _____	Opening Date: _____
Position: _____	Group: _____ Plan for _____ Year

Current Educational Level

- HS AA/AAS in EC/CD BA/BS in EC/CD
 AA/AAS with _____ SCH in EC/CD BA/BS with _____ SCH in EC/CD

Credential Status

NCECC/equivalent: Required Yes No enrolled: _____ (date) completed: _____ (date)

NCECAC/equivalent: Required Yes No enrolled: _____ (date) completed: _____ (date)

Additional Post-Secondary Coursework Completed

Please list each early childhood or child development course staff member has completed that is in addition to degrees listed above.

Course Number	Course Title	Date Completed	SCH awarded

Individual Professional Development Plans

- Educational Goals:** 1) _____
- 2) _____
- 3) _____

Required Professional Development

Course Number	Course Title	Must be Completed by

Remedial Training

Topic	Suggested Course	Anticipated Completion

Optional Training

Topic	Suggested Course	Anticipated Completion

North Carolina Approved Early Childhood Curricula

Division of Child Development, NC Department of Health and Human Services | Office of School Readiness, NC Department of Public Instruction

The North Carolina Division of Child Development and the North Carolina Office of School Readiness are pleased to announce a list of approved curricula for use in early childhood programs. The list is the result of a comprehensive and rigorous curriculum review process conducted by a panel of experts.

The list of infant-toddler and preschool curricula, approved by the Division of Child Development, will apply to the curriculum quality point for the NC Star Rated License effective November 2008. Any program that received a quality point using a previously approved curriculum will have until November 2009 to either use one of the curricula noted below, or to earn a quality point in a different area.

The list of preschool curricula, approved by the State Board of Education, will apply to the More at Four Pre-Kindergarten Program and the NC Pre-K Standards Initiative effective for the 2009-10 school year. Other preschool programs are encouraged to consider this list when making curriculum choices.

INFANT – TODDLER CURRICULA *Approved by the Division of Child Development*

- **The Creative Curriculum® for Infants, Toddlers and Twos, 2nd Edition**
Teaching Strategies, Copyright 2006 | <http://www.teachingstrategies.com>
- **High/Scope Infant-Toddler Curriculum** | High/Scope Press, Copyright 2000 | <http://www.highscope.org> | Approved with the stipulation that programs use the supplemental books titled *Multicultural Programs* and *I Belong*.
- **The Program for Infant/Toddler Care (PITC)** | Developed by the California Department of Education and WestEd
<http://www.pitc.org> | Approved with the stipulation that providers must complete PITC modules I – IV with a certified trainer as required by WestEd.

PRESCHOOL CURRICULA *Approved by the State Board of Education and the Division of Child Development*

- **The Creative Curriculum® for Preschool, 4th Edition** | Teaching Strategies, Copyright 2002
<http://www.teachingstrategies.com>
- **The Empowered Child™, Childtime, 2nd Edition** | Copyright 2007 | <http://www.childtime.com/education.aspx>
Approved for use in Childtime programs.
- **Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education**
Gryphon House, Copyright 1992 | <http://www.gryphonhouse.com>
- **High/Scope Preschool Curriculum** | High/Scope Press, Copyright 2002 | <http://www.highscope.org>
- **Opening the World of Learning™ (OWL)** | Pearson Early Learning, Copyright 2005 | <http://www.pearsonschool.com>
Approved with the stipulation that full-year programs have a plan to supplement or extend the curriculum, since OWL is designed to cover a school year.
- **Passports** | HighReach Learning, Copyright 2007 | <http://www.highreach.com> | Approved with the stipulation that programs purchase the *Compass* and at least one set of study/theme materials.
- **Tutor Time LifeSmart™** | Copyright 2005 | <http://www.tutortime.com/curriculum.aspx>
Approved for use in Tutor Time programs.

This list does not constitute an endorsement of any program using the curriculum.

Issued November 2008

CURRICULUM APPROVAL

DEFINITION OF CURRICULUM

A curriculum is a written set of materials that provides an integrated framework to guide decisions adults make about experiences provided for children and includes the following:

- a theoretical, philosophical and/or research basis to guide the approach to nurturing and facilitating children's development
- goals and objectives for children's learning and development that the curriculum seeks to foster
- experiences that will be provided to support diverse learners and facilitate each child's progress toward the expressed goals and objectives (including features of the physical environment, scheduling, specific experiences, and adult-child interactions)
- a process through which adults will plan and implement experiences to facilitate each child's progress toward the goals and objectives, including avenues for collaboration with families and members of the larger community to guide decisions made about children's experiences
- a means to assure that the environment, activities and interactions children experience are appropriate for individual children by collecting on-going information on individual children that is used to gauge how each child is making progress toward the curriculum's stated goals and objectives for children's development and learning, and to plan experiences that facilitate individual children's growth and development.

CRITERIA FOR CURRICULUM APPROVAL

- 1) **EVIDENCE BASED:**The curriculum must articulate a theoretical and/or research-base for the approach and clearly demonstrate how the curriculum utilizes the theory and/or research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology.
- 2) **PLANNING PROCESS:**The curriculum must have a process to guide adults in making decisions about experiences provided for children. The curriculum describes the intent or developmental goals of given experiences and the environment. The curriculum includes an on-going process for observing and documenting information related to individual children's level of development, current skills, and interests, and using that information to develop plans. Experiences provided for children should be derived from each child's needs, abilities and interests with appropriate teacher/caregiver input and facilitation. The curriculum should include plans for a variety of types of experiences and activities, including large group, small group, individual, child-initiated, and teacher-initiated activities.
- 3) **AREAS OF CHILDREN'S DEVELOPMENT AND LEARNING:**The curriculum must include a balance of experiences that address all areas of children's development and learning – physical, social and emotional, approaches toward learning, language and communication, and cognitive development and general knowledge, integrating content areas such as early literacy, mathematics, social studies, science, creative arts, and technology as appropriate for the age of children in the group. Preschool curricula must provide opportunities for children to develop the knowledge, behaviors, and competencies defined in North Carolina's early learning standards.
- 4) **SCHEDULING AND ROUTINES:**The curriculum must include a schedule that is age appropriate, predictable but flexible, and responsive to the needs of individual children. The schedule must include an appropriate balance of teacher/caregiver initiated and child-initiated experiences, and large blocks of time for play and exploration with appropriate facilitation from the adult. Routines such as feeding and toileting should be age appropriate and included as an integral part of children's experiences.
- 5) **PHYSICAL ENVIRONMENT:**The curriculum must provide appropriate guidance for teachers and caregivers on the physical environment, including guidance on room/home space arrangement, furnishings, equipment, and other aspects of the physical environment that reflects an understanding of child development and supports children's learning and development.
- 6) **SOCIAL ENVIRONMENT:**The curriculum must provide appropriate guidance on how teachers/caregivers can facilitate children's social-emotional development, including guidance on adult-child interactions, promoting children's peer relationships, and managing children's behavior.
- 7) **MATERIALS AND EXPERIENCES:**The materials and experiences used in the curriculum must be appropriate for the age and developmental level of children targeted and should include both child-directed and teacher/caregiver-directed activities. They should be engaging for children, play-based, and present concepts that are concrete and relevant to children's everyday experiences. The materials and experiences should be flexible enough to promote each child's development and learning in both indoor and outdoor settings, and provide a variety of experiences that support children in making choices, exploring and demonstrating independence. Materials and experiences must be free of bias, violent and otherwise unacceptable content.
- 8) **DIVERSITY:**The curriculum should support the development and learning of children from diverse backgrounds and explicitly address how adults can provide experiences that are culturally relevant and sensitive for children and families who reflect a variety of cultures, languages, socio-economic status, and structures.
- 9) **INCLUSION OF CHILDREN WITH DIVERSE DEVELOPMENTAL/ABILITY LEVELS:**The curriculum should include provisions for modifications/adaptations as appropriate to include children with varying developmental/ability levels, including children with disabilities, children who speak languages other than English, gifted children, etc.
- 10) **FAMILY INVOLVEMENT:**The curriculum must include a plan for how teachers/caregivers will collaborate with families in a shared decision-making process and promote two-way communication between teachers/caregivers and families. Collaboration with families should be an integral part of the curriculum at the classroom/group level, and families should be included as collaborators in planning individualized experiences for their own children.
- 11) **IMPLEMENTATION GUIDES:**Curricula must provide adequate and appropriate explanatory materials for adults to support implementation of the curriculum. The materials should include guidance on how to set up the environment, how to plan individualized and group instruction, how to implement activities, and how to interact with children. The curriculum may include resources or tools that facilitate teacher/caregivers' ability to assess the extent to which they are implementing the curriculum as it is designed.



Rated License Reassessment Self-Study

Program Standards

Please indicate the number of points earned in this component on your license: 1 2 3 4 5 6 7

Are you meeting [check all that apply]: Enhanced Ratios

Operational and Personnel Policies

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you have written operational and personnel policies?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	If you do not have policies, would you like assistance on developing them?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Have your policies been reviewed and approved by a DCD child care consultant?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	If you previously earned 2 or more points, have you made any changes to your policies since your last rated license application? *If yes, please attach a copy of your current policies.

Activities for Children

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you have activity areas available daily for each group of children over 2 years of age? If so, which ones? <input type="checkbox"/> Art <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Blocks <input type="checkbox"/> Manipulatives <input type="checkbox"/> Language Development
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you have any supplemental activity areas available? If so, which ones? <input type="checkbox"/> Music & Movement: <input type="checkbox"/> available daily <input type="checkbox"/> available weekly <input type="checkbox"/> available monthly <input type="checkbox"/> Science & Nature: <input type="checkbox"/> available daily <input type="checkbox"/> available weekly <input type="checkbox"/> available monthly <input type="checkbox"/> Sand & Water: <input type="checkbox"/> available daily <input type="checkbox"/> available weekly <input type="checkbox"/> available monthly

Environment Rating Scale Assessments

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Did you have Environment Rating Scales done for your previous rated license application? If yes, what were your scores? <input type="checkbox"/> ITERS-R: _____ <input type="checkbox"/> ECERS-R: _____ <input type="checkbox"/> SACERS-R: _____ <input type="checkbox"/> FCCERS-R: _____
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Have you implemented any changes as a result of your previous rating scale assessment? If yes, please describe on the enclosed "Rating Scale Improvement Plan"
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Have you conducted a practice self-assessment with the scales recently? Date: _____
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Have you implemented any changes as a result of the practice assessment? If yes, please describe on the enclosed "Rating Scale Improvement Plan"
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Would you like technical assistance on making changes at your FCCH based on a rating scale assessment prior to your rated license reassessment?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you have current versions of the scales?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you know how to access "Additional Notes for Clarification" for the scales? *If no, go to www.ncrlap.org and look for the link to the Environment Rating Scales.
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Will you be requesting an Environment Rating Scale assessment to be conducted as a part of your rated license reassessment?

Education Standards

Please indicate the total number of points earned in this component on your license: 1 2 3 4 5 6 7

Individual Staff Category Points from Current License

Operator: 1 2 3 4 5 6 7

Other: _____ 1 2 3 4 5 6 7

General Staff Information

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you have any <u>new</u> caregivers since your last rated license assessment? *If yes, please notify your Licensing Consultant
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you have any additional caregivers, caring for school-age children, who were not evaluated as part of your previous rated license assessment?
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you have any new or existing caregivers who have taken coursework that should be sent to NC Institute for Child Development Professionals for evaluation? *If yes, please have them obtain an official transcript, complete an Early Educator application and submit them to the Institute.

Once the *Application for Assessment for a Two Component Star Rated License* is complete, mail it to your child care consultant along with the Self-Study checklist. During the technical assistance visit, he/she will provide you with the results from the preliminary review of your points earned for the education component.

Compliance History

Complaints and violations cited during a visit can affect your compliance history score. Your consultant will provide you with an up-to-date compliance history during their visit.

Things to Review before the Visit

Yes <input type="checkbox"/>	No <input type="checkbox"/>	The current "Child Care Requirements" book is dated August 1, 2010. Do you have a copy? If no, please order using the enclosed order form or contact customer service at 800/859-0829 to order a rulebook for your center.
Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do you have a copy of a "Compliance Listing" for your FCCH? If no, please contact your child care consultant and one can be mailed to you.

During the visit with your child care licensing consultant you will have the opportunity to discuss things to assist you in maintaining and improving your compliance with the requirements and to improve the quality of care at your program. There are many small changes that could have a large impact on your rating.

Please list below any specific areas that you would like to have your consultant discuss with you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Name of FCCH: _____ **ID#:** _____

Person completing this form: _____ **Title:** _____ **Date:** _____