

Rising Stars for ME Pilot Report



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Introduction to *Rising Stars for ME*

In collaboration with partners, Maine Roads to Quality Professional Development Network (MRTQ PDN) and the Maine Department of Health and Human Services, Office of Child and Family Services (OCFS) created a draft set of revised Standards for Maine's quality rating and improvement system (QRIS). Currently, this is the system known as *Quality for ME*. The revised Standards and new system have been renamed *Rising Stars for ME*.

Key components of the revisions include:

- *Quality for ME* will be renamed *Rising Stars for ME*.
- The four Steps of *Quality for ME* will be replaced with five Stars with *Rising Stars for ME*.
- Programs will submit portfolios of evidence electronically.
- License exempt providers participating with the Child Care Subsidy Program (CCSP) may join *Rising Stars for ME* at Star 1. (This includes non-family providers and recreation programs.)
- Ratings for licensed programs begin at Star 2.
- Center-based and Head Start program Standards have been merged into one document.

The following requirements from *Quality for ME* will remain the same:

- *Rising Stars for ME* will remain a "block" rating system. To receive a Star 4 rating, for example, a licensed program must meet all requirements for Stars 2, 3, AND 4.
- Registry membership is required for all staff (including license exempt providers).
- Star Five (the highest rating) requires national accreditation through:
 - The National Association for Family Child Care (NAFCC);
 - The National Association for the Education of Young Children (NAEYC);
 - The American Montessori Society (AMS);
 - The Council on Accreditation (COA).
- OCFS will conduct random on-site monitoring of portfolios.

To prepare for a statewide rollout of *Rising Stars for ME* in 2021, MRTQ PDN recruited programs of all types to participate in a pilot of the new system.

For reference, draft copies of all Standards (as they were given to Pilot participants) are included in the Attachments.

Rising Stars for ME Pilot

As part of the process for preparing the revised *Rising Stars for ME* system for full statewide implementation, MRTQ PDN recruited programs to test the new Standards and give MRTQ PDN and OCFS feedback.

GOALS OF THE PILOT

During the *Rising Stars for ME* Pilot, programs received the revised Standards appropriate to their setting and completed a version of the application process to receive a rating on the new system. The program owner, director, or designated staff person gave MRTQ PDN and OCFS feedback on:

1. The Standards;
2. The application process;
3. Potential barriers to participation and/or to moving up in the system;
4. Necessary supports for helping programs join and move up with *Rising Stars for ME*.

PILOT RECRUITMENT

MRTQ PDN recruited programs from all three categories:

- Center/Head Start – 21 programs enrolled
- Family Child Care – 13 programs enrolled
- Out-of-School Time – 7 programs enrolled

Programs varied in their current participation with *Quality for ME*:

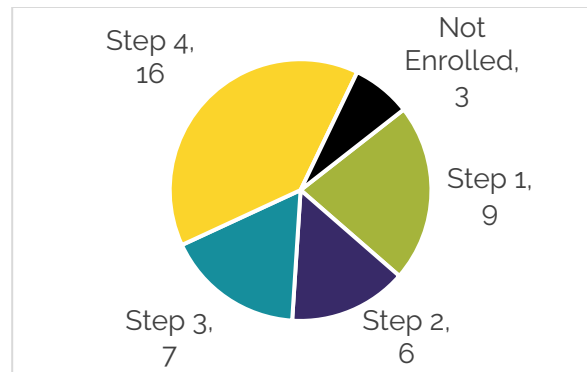


Figure 1: Current Step with Quality for ME, all programs

Pilot participants represented all eight Districts, with the exception of District 8 (Aroostook County):

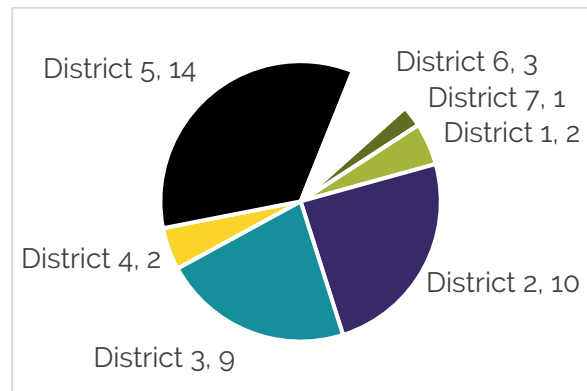


Figure 2: Program location, all programs

STRUCTURE OF THE PILOT

The Pilot period was divided into three meetings for each group (Center/Head Start, Family Child Care, and Out-of-School Time):

- March – Standard 1 (*Learning Environment/Developmentally Appropriate Practice*)
- April – Standard 2 (*Program Evaluation*), Standard 3 (*Staff Qualifications and Professional Development*), and Standard 4 (*Administration and Business Practices*)

- May – Standard 5 (*Family Engagement and Partnership*), Standard 6 (*Child and Youth Assessment*), and Standard 7 (*Health, Safety, Physical Activity, and Nutrition*)

The meetings took place using Zoom and occurred as scheduled, despite the statewide shutdown resulting from the COVID-19 pandemic. MRTQ PDN District Coordinators facilitated the meetings.

For each meeting, the facilitators used the following framing questions to guide the participants:

- Does your self-rated Star correspond to your current Step with *Quality for ME* (if applicable)?
- How long do you estimate it would take your program to reach the next Star (or higher)?
- What barriers would your program face to maintaining your current Star and/or reaching the higher Stars (3, 4 & 5)?
- What supports would help your program reach a higher Star? This could include sample resources, training, technical assistance, etc.

Upon the completion of each meeting, participants received a post-meeting feedback form (via Google Forms, see Appendix A) to share additional information not captured during the Zoom meetings.

At the conclusion of the Pilot, all participants received a final evaluation (via SurveyMonkey, see Appendix B).

General Feedback

Overall, reaction to the *Rising Stars for ME* system was positive. As one participant noted:

This system for us was super inspiring, I guess because it does feel so much more attainable to real life in a center running on a shoestring budget.

In the meeting follow-up survey, participants were asked how the Stars with *Rising Stars for ME* aligned with their programs' current Step with *Quality for ME*. Just over half of the survey respondents (54%) indicated that their estimated Star and current Step aligned. Of the 46% where there was not alignment, slightly more than half of participants estimated their program to be at a lower Star.

When asked about the amount of time programs would need to meet the revised Standards of their *current* rating (Step to Star), most programs estimated that they would need fewer than six months:

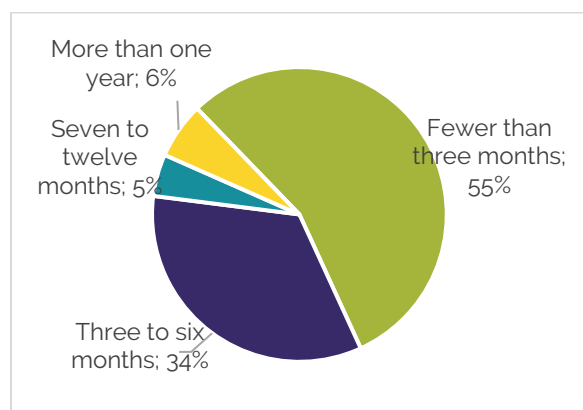


Figure 3: Estimated time to meet current rating (Step to Star)

BARRIERS

The barriers noted for individual Standards will be addressed in the following sections. In general, the barriers participants shared in the meeting follow-up survey coalesced around three main themes:

1. Access to required training;
2. Time and financial resources to meet requirements;
3. Requirements specific to Program Directors.

SUPPORTS

Recommendations for supports specific to each Standard will be listed in the following section. In the meeting feedback form, participants indicated their need for support in the following forms:

1. Increased availability of training for staff;
2. Access to sample resources (e.g. surveys and policies);
3. Support for pursuing accreditation.

OTHER THEMES

Another theme that recurred throughout the Pilot, specifically with the Family Child Care group, was the new entry level for licensed programs at a Star 2, with Star 1 as the exclusive rating for license exempt providers (non-relative and recreation programs participating with the Child Care Subsidy Program). Several members of the Family Child Care group were concerned that this change requires

licensed programs to meet Standards above and beyond licensing at Star 2 and might discourage participation or “leave out” programs. One participant summarized the concerns by sharing:

I was highly disappointed to learn that there was an accommodation for [license exempt] providers to participate in the rating system but that it appears that licensed providers may be left out of this process. Licensed providers are a valuable asset to our communities and they should be encouraged and motivated to participate. It is my opinion, that excluding some providers who work diligently to obtain a license is a step backwards and lacks a vision of productivity and relationship building.

Though expressed by a small number of participants early in the process, it is important to incorporate messaging around this issue into the rollout of *Rising Stars for ME*.

Recommendation: Create talking points for Family Child Care and Out-of-School Time programs addressing the specific requirements of Star 2 that are *above and beyond* what is required by licensing.

Another theme that came up in all of the groups concerned the presentation of evidence as outlined on the Self-Rating Sheets. For some programs, the listed evidence did not align with how the program presented the information to staff or families. For example, one Out-of-School Time

program indicated that they listed their policies and family information on their website, rather than in a Family Handbook, as listed in the Self-Rating Sheet. The program suggested that instead of listing the page number from their Family Handbook that they could list the URL for the specific policy.

Recommendation: Expand upon the listed evidence to include multiple ways for programs to show that they are meeting the Standard, including web-based policies.

Standard 1: Learning Environment and Developmentally Appropriate Practice

The first Standard covers topics including:

- Activity planning, daily schedule, and curriculum;
- Training in and use of the *Maine Early Learning and Development Standards* (MELDS) and *Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development*;
- Individualizing for infants and toddlers;
- Suspension and expulsion policies;
- Supporting social and emotional development.

MELDS AND SUPPORTING MAINE'S INFANTS AND TODDLERS

These requirements are specific to Center/Head Start Programs and Family Child Care. Participant feedback on the Standards related to the MELDS and *Supporting Maine's Infants and Toddlers* focused on two specific areas:

1. Clarity on the requirement for "Program Owner/Director" to take the training(s) relevant to the ages of children served. Related to this topic is the general question of the

- availability of the trainings for administration and staff.
2. Having crosswalk(s) with the MELDS and *Supporting Maine's Infants and Toddlers* available for those programs that use curriculum and assessment programs like Teaching Strategies Gold or the Head Start Early Learning Outcomes Framework.

Participants at larger programs wondered if the training requirements were specifically for the administrator listed on the program's license – a person who may not be involved in the day-to-day planning of the curriculum.

Numerous participants indicated in the follow-up survey that they were concerned about the availability of MELDS and *Supporting Maine's Infants and Toddlers* training, based on past experience (or perceived experience).

One Family Child Care participant, a Home Start Provider, expressed concern that her program followed the Head Start Early Learning Outcomes Framework and did not explicitly refer to the MELDS in curriculum planning. Her initial reaction was that she felt she would not meet the requirement for referring specifically to MELDS in curriculum planning.

Recommendation: For Center/Head Start Standard 1, Star 3, #4, the language should clarify the role of the administrator required to take the training(s). "The Program Owner/Director or staff responsible for curriculum planning (e.g.

Education Coordinator) has completed the training(s) relevant to all ages enrolled in the program: *Maine's Early Learning and Development Standards (MELDS) for ages 3-5, Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development for ages birth to 3.*"

Recommendation: Include all available MELDS and *Supporting Maine's Infants and Toddlers* crosswalks as resources in the *Rising Stars for ME Handbook*¹.

MATERIALS

In the Center/Head Start group, there was a discussion around Standard 1, Star 3, #6: "Materials and equipment are developmentally appropriate, accessible, and reflect all children's interests, skills, abilities, and represent the children, youth, and families served." The participants discussed how they would appreciate samples or examples of checklists to help their staff be more intentional about how the materials and equipment "reflect *all* children's interests, skills, and abilities." One participant shared that she could see her staff using such a tool as part of a staff meeting.

Recommendation: In addition to photographs and/or a reflection statement, provide sample checklists

¹ For the purpose of this document, references to the *Rising Stars for ME Handbook* includes all written and web-based resources.

or other tools to evaluate the programs' equipment and materials.

CURRICULUM

For Center/Head Start and Family Child Care Program, at Star 4 the program is required to use an articulated curriculum framework. Most participants in those two groups were pleased to note that programs were free to develop their own curriculum framework if they were not using one of the examples from the list. The groups were referred to MRTQ PDN's Quality Improvement Toolkit on Curriculum for support in articulating their curriculum framework.

Recommendation: The QIT on Curriculum should be reviewed and updated (as necessary) and referred to in the *Rising Stars for ME Handbook* as a resource.

SUSPENSION AND EXPULSION POLICIES

The Center/Head Start and Family Child Care Standards include a requirement for a policy on suspension and expulsion at Star 3: "The program has a clearly stated policy addressing suspension and expulsion and supports available for children with social and emotional and/or behavioral health needs."

The Out-of-School Time programs are required to have a policy around

coordinating with community resources to support children with social and emotional or behavioral health needs: "The program accesses and coordinates with community resources to address the needs of children/youth with social and emotional and/or behavioral health needs to support their continued participation and learning."

Most participants spoke in support of this Standard and a number indicated that they already have a policy in place. The participants indicated that they would like to see sample policies for clarification.

Recommendation: Include sample suspension and expulsion policies in the *Rising Stars for ME* Handbook. In addition, continue building out the Social and Emotional Learning section of the MRTQ PDN website with additional resources curated by the Preventing Expulsion Action Team.

Recommendation: Revise the language in the Out-of-School Time Standards to match that in the Center/Head Start and Family Child Care Standards.

Standard 2: Program Evaluation

The second Standard addresses topics including:

- Use of the *Inclusive Practices Checklist* at Stars 2-5;
- Completion of Family and Staff (if applicable) Surveys;
- Creation of a Continuous Quality Improvement Plan at Star 3;
- Use of a program self-assessment based on the appropriate accreditation Standards at Star 4.

INCLUSIVE PRACTICES CHECKLIST

The draft of the *Inclusive Practices Checklist* given to participants in the Pilot included a section on "Licensing History/Compliance." The Standard on Licensing History/Compliance has been removed from *Rising Stars for ME* and replaced with a prerequisite that licensed programs do not have a Conditional License.

Recommendation: The language in the *Inclusive Practice Checklist* will be update to use the terminology "prerequisite," to align with the wording used in *Rising Stars for ME*.

Recommendation: Create a glossary for *Rising Stars for ME* and the related support to ensure consistency of language and reduce confusion.

CONTINUOUS QUALITY IMPROVEMENT (CQI) PLANS

Overall, participants indicated that their programs currently complete some form of program evaluation process. The discussion in the groups focused on the idea of "Continuous Quality Improvement Plans" and how to create and use one. Participants were referred to the Quality Improvement Toolkit (QIT) on Program Evaluation as one resource.

Throughout the discussion and in the meeting follow-up survey, participants seemed generally unfamiliar with CQI plans. In addition, confusion occurred because the QIT uses different terminology, not specifically CQI.

Throughout all of the groups and all of the meetings, it became clear that CQI components are found in various Standards, not just Standard 2. For example, in Standard 7, programs are required to complete an annual self-assessment addressing a health, safety, nutrition, or physical activity-related goal.

Recommendation: Align the language in the current QIT to use the "Continuous Quality Improvement" terminology, and update resources, as necessary.

Recommendation: Link all CQI components throughout *Rising Stars for ME* in a sample document in the Handbook and consider tagging CQI components on the list of Standards.

Standard 3: Staff Qualifications and Professional Development

The third Standard covers topics related to:

- Program Director/Owner completion of training related to inclusion and program administration;
- Staff qualifications and supervision;
- Professional development planning.

REQUIRED TRAINING FOR PROGRAM OWNERS/DIRECTORS

As in Standard 1, participants in the Center/Head Start and Out-of-School Time groups requested clarification on how programs would determine the administrator required to complete both the “Foundations of Inclusion” (which is being renamed) and the “Foundations of Center-based Care” or Leadership trainings. All groups were given clarification that the “Foundations of Inclusion” training would be on-demand online, so availability would not be an issue. In addition, the requirement could be met with either the new, on-demand training or the current, asynchronous training.

Recommendation: As for Standard 1, the language for Center/Head Start

and Out-of-School Time Standard 3, Star 3, #7 and #8 (OST) and #4 and #5 (Center/Head Start) should be clarified to read: “The Program Owner Director or staff responsible for on-site program administration...” for both the “Foundations of Inclusion” and “Foundations of Center-based Care” and/or Leadership trainings.

STAFF QUALIFICATIONS

As expected, these requirements were cited frequently as a barrier for programs moving up the Stars. One participant in the Center/Head Start group shared:

So we are currently at a Step 2 with Quality for ME. And we're also on Star 2 for Rising Stars for ME. Basically the only thing that keeps us from being at Step 3 with Quality for ME is the educational level of my staff.

Importantly, the staff qualifications in *Rising Stars for ME* are equivalent to those currently in *Quality for ME*; programs will not be expected to reach higher levels of staff qualifications in the revised Standards.

Participants in the Center/Head Start group were seeking clarification around “staff” as meaning “teaching staff.” For example, one program has an administrative staff person that is on the Registry and listed as an employee of the program, but does not teach in a classroom. Guidance

around non-teaching staff being added to the Administration/Management Career Lattice should be included in the *Rising Stars for ME Handbook*.

Some group participants were not aware of the Maine Credentials and how having a Credential can help staff achieve a Level 5 on the Career Lattice.

Overall, staff qualifications will continue to be a barrier until programs have the ability to pay higher wages to qualified staff. *Rising Stars for ME* should be referenced in initiatives addressing workforce development and increasing wages.

Recommendation: Messaging around *Rising Stars for ME* should explicitly state the staff qualifications remain consistent with *Quality for ME*. In addition, *Rising Stars for ME* messaging should coordinate with marketing of the Maine Credentials.

Recommendation: *Rising Stars for ME* Standards addressing staff qualifications should inform workforce development and wage increase initiatives.

Recommendation: In the *Rising Stars for ME Handbook*, guidance should be given around program staff that are non-teaching and placing them on the correct Career Lattice.

STAFF SUPERVISION

Most participants felt comfortable with the Standards on staff supervision. Clarification was requested from the Family Child Care group on “monthly opportunities for supervision.” Several group members stated that when working closely with one other staff person, they are “constantly supervising each other.” Emphasis can be put on the word *opportunities* to indicate that the option is available, but individual meetings are not required.

The Out-of-School Time group had questions about the definition of staff, and if that included occasional staff (e.g. high school or college students filling in on school breaks) or contractors (e.g. music teachers). More clarification should be given for this group on the monthly supervision Standard.

Recommendation: In the *Rising Stars for ME Handbook*, include emphasis on providing monthly *opportunities* for staff supervision. Individual program circumstances would dictate the actual schedule of meetings.

Recommendation: For Out-of-School Time programs, change Standard 3, Star 3, #9 to read: “The program provides monthly opportunities for individual supervision to permanent/regular staff. This does not include temporary employees or contractors.”

Standard 4: Administration and Business Practices

The fourth Standard area covers topics related to:

- Policies and procedures related to employees, including available benefits;
- Ability of teaching staff to have planning time (Center/Head Start and Out-of-School Time);
- Use of a tool to evaluate business and professional practices (Family Child Care).

Most participants stated that the Standards in this area were clear and achievable for programs. To quote one participant, "This one was a breeze for me." There were requests for clarity on two issues.

EVALUATION TOOL FOR FAMILY CHILD CARE

The first, for the Family Child Care group, was clarification on the type of tool to be used for Standard 4, Star 4, #6: "The program uses an appropriate tool to measure the overall quality of their business and professional practices annually." The group mentioned the *Business Administration Scale* (BAS), but no other tools were shared.

Recommendation: The *Rising Stars for ME Handbook* should include multiple resources to help programs meet this requirement, not just the BAS.

BENEFITS FOR OUT-OF-SCHOOL TIME STAFF

The second question was from the Out-of-School Time group regarding Standard 4, Star 4, #7 on program benefits. As in Standard 3, the clarification should specify permanent/regular staff (and exclude temporary staff and contractors).

Recommendation: For Out-of-School Time programs, Standard 4, Star 4, #7 should read, "The program offers a benefit package to permanent/regular staff that includes at least two of the following benefits..."

Standard 5: Family Engagement and Partnership

The fifth Standards addresses topics including:

- Communication with families;
- Family conferences;
- Family resources;
- Participation in IFSP/IEP meetings.

COMMUNICATION WITH FAMILIES

The Center/Head Start group spent the most time discussing communication with families, specifically the challenges in meeting families' varied needs regarding language, literacy levels, and preferred method of communication. All of the participants had regular methods for communication and felt able to meet the Standard, but many also felt that their programs could improve in this area. Some participants shared their approach to communication, including tools (e.g. apps) that they use.

Recommendation: To recognize and respect the diversity of families in Maine, the *Rising Stars for ME Handbook* should include an extensive list of examples and resources related to communicating with families. A survey of programs to gather information about effective methods could be helpful.

FAMILY CONFERENCES

Similar to communication with families, participants indicated that they are already offering conferences to families. Participants appreciated that they would only be expected to offer conferences twice per year. Again, the Center/Head Start group had an in-depth conversation regarding the challenges of meeting families' needs around conferences. Participants also shared strategies that have worked to increase family participation.

Recommendation: As with communication with families, the *Rising Stars for ME Handbook* should include an extensive list of examples and resources related to strategies for effective family conferences.

PARTICIPATION IN IFSP/IEP MEETINGS

Participants reacted positively, in general, to this new requirement. A number of participants in each group mentioned that they have a policy in place already. Most participants indicated that, whether or not they already have a policy, they would be interested in seeing sample policies as well.

Recommendation: Include in the *Rising Stars for ME Handbook* a selection of sample policies on attendance at IFSP/IEP meetings for all types of programs – center, family child care, and out-of-school time.

Standard 6: Child and Youth Assessment

The sixth Standard addresses the observation and assessment of children and youth, including the frequency of the collection and summarizing of the information.

OBSERVATION AND ASSESSMENT

As this Standard is similar to the one in *Quality for ME*, most participants felt that their programs would be able to meet the requirements without difficulty. In fact, the requirements are fewer, in that assessments must be compiled only twice per year at Star 4, instead of four times per year in *Quality for ME*.

Some participants requested clarity around whether there were a certain number of observations required for each domain. Participants also shared various strategies for collecting and presenting observation and assessment information.

Recommendation: Due to the large amount of variability among programs of different types, sizes, populations, etc. it will be important to include a variety of examples and resources in the *Rising Stars for ME Handbook*. Resources should include training options, possibly including the “Linking Assessment to Curriculum” training with MRTQ PDN. The Quality Improvement Toolkit on Child Assessment is another resource.

SPECIAL CONSIDERATIONS FOR OUT-OF-SCHOOL TIME

The Out-of-School Time group had a lengthy discussion regarding the unique circumstances of these programs. For some programs, there are children who attend for very small percentage of the program's actual hours of operation. For example, children who attend for 20-30 minutes while waiting to be transported to an extra-curricular activity. Collecting and summarizing observation and assessment data on these children would be difficult or impossible. One participant suggested the following:

Maybe it's a percentage of our students, because we might have 200 students in a week, but not all at the same time. We have 70 something students at the same time. So, that seems like very daunting, especially that two observations a year...but if I could target a percentage of our students or the regular attending ones that would be more accessible to us and getting to that Star level.

Recommendation: Reword the Child and Youth Assessment Standards for Out-of-School Time programs to address the part-time and inconsistent nature of the population served.

Standard 7: Health, Safety, Physical Activity, and Nutrition

The final Standard is entirely new to the revised *Rising Stars for ME*. This Standard covers topics related to:

- The requirement that all staff complete the “Health and Safety Basics” initial six-hour training and the annual two-hour refreshers;
- The presence of carbon monoxide detectors, where applicable;
- Completion of an annual health, safety, physical activity, and nutrition self-assessment of the program’s choice and creation of goals to be included in the program’s CQI Plan.

CARBON MONOXIDE DETECTORS

Two issues were presented related to carbon monoxide detectors:

- Buildings that do not burn fossil fuels do not require carbon monoxide detectors;
- Out-of-School Time programs based in schools do not have control over the placement and availability of carbon monoxide detectors.

Recommendation: The *Caring for Our Children* Standard 5.2.9.5: Carbon Monoxide Detectors clarifies that carbon monoxide detectors are not required in buildings that do not burn

fossil fuels. Consideration should be given to situations in Out-of-School Time programs based in schools that meet school-based life safety codes.

ANNUAL SELF-ASSESSMENTS

There was some initial confusion on these requirements at Star 3 and Star 4 on what was considered an approved self-assessment. Once it was explained that programs can use resources that are already in place, such as Let’s Go! and Go NAP SACC, the participants were reassured. One participant shared:

We obviously have nutrition goals [and] physical activity goals for our program, but I think we just never got around to kind of getting in sync with a program like that, but sounds very easy to do.

One concern that arose was among programs that participate with, for example, Let’s Go!, and have reached the highest rating without room to create more goals using the program.

Recommendation: The *Rising Stars for ME* Handbook should provide multiple examples of self-assessments. These Standards should be shared with the PAN in ECE Committee as that group will offer important technical assistance to programs around the self-assessments.

Recommendation: The requirement for these self-assessments should be clearly linked to the CQI Plan requirement in Standard 2.

Next Steps

While participation in the *Rising Stars for ME* Pilot was not as robust as expected, due to the COVID-19 pandemic beginning during the first month of the project, meeting attendees were enthusiastic about the process and provided valuable feedback.

Recommendations from the Pilot group will be integrated into final revisions to the language in the Standards and into the creation of supporting materials and resources.

Drafts of supporting materials, including the *Rising Stars for ME* handbook, will be released in the fall of 2020.



Appendix A: *Rising Stars for ME Standards Center/Head Start (DRAFT)*

Standard 1: Learning Environment/Developmentally Appropriate Practice				
Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
To attain and maintain Star 1, a program must meet the following standards:	To attain and maintain Star 2, a program must be licensed AND meet the following standards:	To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:	To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:	To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:
	<ol style="list-style-type: none"> The program's activities and experiences are guided by a general understanding of the developmental domains. <ul style="list-style-type: none"> ☐ Information in the program's Family Handbook: Page # _____ The method for planning activities and experiences is based on children's interests, skills, and abilities. <ul style="list-style-type: none"> ☐ Information in the program's Family Handbook: Page # _____ The program posts and follows a daily schedule that supports child- 	<ol style="list-style-type: none"> The Program Owner/Director has completed the training(s) relevant to all ages enrolled in the program: <i>Maine's Early Learning and Development Standards (MELDS)</i> for ages 3-5, <i>Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development</i> for ages birth to 3. <ul style="list-style-type: none"> ☐ Administrative evidence: MRTQ Registry. The MELDS and <i>Supporting Maine's Infants and Toddlers</i> documents are referred to during activity planning. 	<ol style="list-style-type: none"> The program has an articulated approach to learning and development. This can be met in one of the following ways: <ol style="list-style-type: none"> Using an approved, purchased curriculum, such as OWL, Creative Curriculum, HighScope, PreK for ME, etc. Following a specific program philosophy, such as Montessori, Waldorf, Reggio Emilia, Lifeways, etc. Using the Head Start Child Development and Learning 	<ol style="list-style-type: none"> The program holds current accreditation from the National Association for the Education of Young Children (NAEYC) or the American Montessori Society (AMS) OR meets performance standards as evaluated by Head Start. <ul style="list-style-type: none"> ☐ Administrative evidence: MRTQ Registry.

	<p>centered play and exploration, both indoors and outdoors, and is responsive to the interests and developmental needs of the children and youth.</p> <p><input type="checkbox"/> Program's daily schedule.</p>	<p><input type="checkbox"/> Sample curriculum plan(s).</p> <p>6. Materials and equipment are developmentally appropriate, accessible, and reflect all children's interests, skills, abilities, and represent the children, youth, and families serviced.</p> <p><input type="checkbox"/> Reflection statement describing materials and equipment (photographs optional).</p> <p>7. If the program serves infants and toddlers, the activities are individualized to their routines and rhythms.</p> <p><input type="checkbox"/> Sample curriculum plan OR information in the program's Family Handbook: Page # _____</p> <p>8. The program has a clearly stated policy addressing suspension and</p>	<p>Framework to guide curriculum.</p> <p>d. Using a program-generated method of curriculum development.</p> <p><input type="checkbox"/> Written curriculum framework.</p> <p>11. The activity planning shows evidence of supporting children's positive social and emotional development, using strategies with all children and youth that include: providing choices, using redirection, reflection, and program solving, and clear rules and expectations.</p> <p><input type="checkbox"/> Sample curriculum plan(s).</p>	
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		<p>expulsion and supports available for children with social and emotional and/or behavioral health needs.</p> <p><input type="checkbox"/> Information in the program's Family Handbook: Page # _____.</p> <p>9. The program has at least one Teacher in each child age group who has completed the MELDS or <i>Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development</i> training(s).</p> <p><input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>		
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Standard 2: Program Evaluation

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
	<p>1. The program completes the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis for the following category: Compliance History/Licensing Status. <input type="checkbox"/> Checklist dated annually.</p>	<p>2. The program completes annual Staff and Family Surveys to gather input on the program's strengths and opportunities. <input type="checkbox"/> Staff and Family survey tools with dates of distribution.</p> <p>3. The program completes the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis for the following categories: Compliance History/Licensing Status, Administration, and TWO other categories of choice. <input type="checkbox"/> Checklist dated annually.</p>	<p>6. The program conducts an annual self-assessment based on NAEYC or AMS accreditation standards OR the Head Start Performance Standards. <input type="checkbox"/> Summary of self-assessment.</p> <p>7. The program completes all categories of the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis. <input type="checkbox"/> Checklist dated annually.</p> <p>8. The program includes results from the NAEYC/AMS/Head Start Performance Standards self-assessment and all</p>	<p>9. The program holds current accreditation from the National Association for the Education of Young Children (NAEYC) or the American Montessori Society (AMS) OR meets performance standards as evaluated by Head Start. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

		<p>4. The program writes a Continuous Quality Improvement (CQI) Plan based upon the results from the Staff and Family Surveys and the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i>.</p> <ul style="list-style-type: none"> □ Summary of CQI plan. <p>5. The program holds staff meetings at least quarterly that include discussions regarding the CQI plan.</p> <ul style="list-style-type: none"> □ Staff meeting agenda and/or minutes showing discussion of CQI plan. 	<p>categories of the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> in its CQI Plan.</p> <ul style="list-style-type: none"> □ Summary of CQI Plan. 	
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Standard 3: Staff Qualifications and Professional Development

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
	<ol style="list-style-type: none"> 1. All permanent/regular employees are members of the MRTQ Registry. <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry. 2. New employees are given an orientation to the program prior to working with children. <ul style="list-style-type: none"> <input type="checkbox"/> Policy in Employee Handbook: Page # _____. 	<ol style="list-style-type: none"> 3. At least 50% of Teachers PLUS the Program Director are at a Level 5 or above on the MRTQ Direct Care Career Lattice. <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry. 4. The Program Director has completed the training <i>Foundations of Center-Based Care</i> OR at least one <i>Child Care Leadership Institute (I, II, or III)</i> with MRTQ PDN OR demonstrates completion of comparable college course work. <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry. 5. The Program Director has completed the six-hour training 	<ol style="list-style-type: none"> 7. At least 50% of all permanent/regular employees are at least a Level 5 or above on the MRTQ Direct Care Career Lattice. <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry. 8. All permanent/regular employees create an annual Professional Development Plan addressing their training and education goals. <ul style="list-style-type: none"> <input type="checkbox"/> Sample Professional Development Plan. 	<ol style="list-style-type: none"> 9. The Program Director is at a Level 5 or above on the MRTQ Administrative/Management/Coordination Career Lattice OR at least a Level 6 or above on the MRTQ Direct Care Career Lattice. <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry. 10. At least 50% of Teachers are at a Level 6 or above on the MRTQ Direct Care Career Lattice. <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry.

		<p><i>Introduction to Laws Addressing Inclusion.</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Administrative evidence: MRTQ Registry. <p>6. The program provides monthly opportunities for individual supervision.</p> <ul style="list-style-type: none"><input type="checkbox"/> Policy in Employee Handbook: Page # _____.		
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Standard 4: Administration and Business Practices

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
	<ol style="list-style-type: none"> 1. The program gives each employee an up-to-date Employee Policies and Procedures Manual/Handbook. <ul style="list-style-type: none"> ☐ Employee Handbook. 2. All employees have a written job description defining job responsibilities. <ul style="list-style-type: none"> ☐ Sample job description. 	<ol style="list-style-type: none"> 3. All employees are evaluated at least annually by a supervisor to refine their skills through feedback and guidance. <ul style="list-style-type: none"> ☐ Policy in Employee Handbook: Page # _____. 	<ol style="list-style-type: none"> 4. Staff with curriculum planning responsibilities are provided with at least one hour per week to dedicate to curriculum planning. <ul style="list-style-type: none"> ☐ Policy in Employee Handbook: Page # _____. 5. The program offers a benefit package including at least two of the following benefits: <ul style="list-style-type: none"> • Reduced child care rates for children of staff; • Tuition reimbursement; • Paid training (for hourly staff); • Mileage reimbursement for 	<ol style="list-style-type: none"> 7. The program holds current accreditation from the National Association for the Education of Young Children (NAEYC) or the American Montessori Society (AMS) OR meets performance standards as evaluated by Head Start. <ul style="list-style-type: none"> ☐ Administrative evidence: MRTQ Registry.

			<p>travel to training/education;</p> <ul style="list-style-type: none"> • Health insurance; • Dental insurance; • Disability insurance; • Access to an Employee Assistance Program (EAP); • Retirement plan; • Paid vacation; • Paid sick time; • Paid personal time; • Paid holidays. <p><input type="checkbox"/> <i>Policy in Employee Handbook: Page # _____.</i></p> <p>6. The program offers employees the opportunity to participate in the development and revision of program policies.</p> <p><input type="checkbox"/> <i>Policy in Employee Handbook: Page # _____.</i></p>	
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Standard 5: Family Engagement and Partnership

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
	<p>1. The program provides each enrolled family with an up-to-date Family Handbook. <input type="checkbox"/> Family Handbook.</p>	<p>2. The program provides families with regular communication and updates on the program in ways that support varied literacy levels, abilities, family culture and home language. <input type="checkbox"/> Sample of family communication.</p> <p>3. The program provides information for families on local and state resources related to individual child and family needs. <input type="checkbox"/> Family Handbook: Page # _____ OR samples of available resources.</p>	<p>4. The program offers families at least two conferences per year to discuss their child's cognitive, social emotional, and physical development and needs. <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p> <p>5. The program has a policy addressing its participation in IFSP/IEP plans. <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p>	<p>6. The program holds current accreditation from the National Association for the Education of Young Children (NAEYC) or the American Montessori Society (AMS) OR meets performance standards as evaluated by Head Start. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

Standard 6: Child and Youth Assessment

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
	<p>1. The program conducts child observations to inform curriculum planning. <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p>	<p>2. At least once per year, the program collects and summarizes evidence of children's development in the following areas:</p> <ul style="list-style-type: none"> • Social/Emotional; • Cognitive; • Physical (gross and fine motor; self-help skills); • Language/Communication Skills; • Approaches to Learning; <p>and incorporates this evidence into curriculum planning. <input type="checkbox"/> Child/youth observation tool(s) AND sample curriculum plan.</p>	<p>3. At least twice per year, the program collects and summarizes evidence of children's development in the following areas:</p> <ul style="list-style-type: none"> • Social/Emotional; • Cognitive; • Physical (gross and fine motor; self-help skills); • Language/Communication Skills; • Approaches to Learning; <p>and incorporates this evidence into curriculum planning. <input type="checkbox"/> Child/youth observation tool(s) AND sample curriculum plan.</p>	<p>4. The program holds current accreditation from the National Association for the Education of Young Children (NAEYC) or the American Montessori Society (AMS) OR meets performance standards as evaluated by Head Start. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

Standard 7: Health, Safety, Nutrition, and Physical Activity

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
	<ol style="list-style-type: none"> 1. All staff complete the initial six-hour "Health and Safety Basics" online training and complete the two-hour renewal each year thereafter. <ul style="list-style-type: none"> ☐ Administrative evidence: MRTQ Registry. 2. The program has an appropriate number of carbon monoxide detectors. <ul style="list-style-type: none"> ☐ Statement describing the location of all carbon monoxide detectors. 3. The program retains and makes available all town/city-related safety inspections (e.g. fire inspection, well inspection, building permit, etc.). 	<ol style="list-style-type: none"> 4. The program completes an annual nutrition/physical activity baseline self-assessment then develops and implements an action plan to achieve one strategy for improvement. <ul style="list-style-type: none"> ☐ Summary of self-assessment and action plan. 	<ol style="list-style-type: none"> 5. The program completes an annual nutrition/physical activity baseline self-assessment then develops and implements an action plan to achieve two strategies for improvement. <ul style="list-style-type: none"> ☐ Summary of self-assessment and action plan. 	<ol style="list-style-type: none"> 6. The program holds current accreditation from the National Association for the Education of Young Children (NAEYC) or the American Montessori Society (AMS) OR meets performance standards as evaluated by Head Start. <ul style="list-style-type: none"> ☐ Administrative evidence: MRTQ Registry.

	<input type="checkbox"/> <i>Copies of current inspection reports.</i>			
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Appendix B: *Rising Stars for ME Standards Family Child Care (DRAFT)*

Standard 1: Learning Environment/Developmentally Appropriate Practice				
Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<i>To attain and maintain Star 1, a program must meet the following standards:</i>	<i>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</i>	<i>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</i>	<i>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</i>	<i>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</i>
<i>There are no standards in this area for Star 1.</i>	<ol style="list-style-type: none"> The program's activities and experiences are guided by a general understanding of the developmental domains. <ul style="list-style-type: none"> <input type="checkbox"/> Information in the program's family handbook: Page # _____ The method for planning activities and experiences is based on children's interests, skills, and abilities. <ul style="list-style-type: none"> <input type="checkbox"/> Information in the program's family handbook: Page # _____ The program posts and follows a daily schedule that supports child-centered play and 	<ol style="list-style-type: none"> The Program Owner/Director has completed the training(s) relevant to all ages enrolled in the program: <i>Maine's Early Learning and Development Standards (MELDS)</i> for ages 3-5, <i>Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development</i> for ages birth to 3. <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry. The MELDS and <i>Supporting Maine's Infants and Toddlers</i> documents are referred to during activity planning. <ul style="list-style-type: none"> <input type="checkbox"/> Sample curriculum plan(s). 	<ol style="list-style-type: none"> The program has an articulated approach to learning and development. This can be met in one of the following ways: <ol style="list-style-type: none"> An approved, purchased curriculum, such as OWL, HighScope, Creative Curriculum, PreK for ME, etc. Following a specific program philosophy, such as Montessori, Waldorf, Reggio Emilia, Lifeways, etc. Using the Head Start Child Development and Learning Framework to guide curriculum. 	<ol style="list-style-type: none"> The program holds current accreditation from the National Association for Family Child Care (NAFCC) or the American Montessori Society (AMS). <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry.

	<p>exploration, both indoors and outdoors, and is responsive to the interests and developmental needs of the children and youth.</p> <p><input type="checkbox"/> Program's daily schedule.</p>	<p>6. Materials and equipment are developmentally appropriate, accessible, and reflect all children's interests, skills, abilities, and represent the children, youth, and families serviced.</p> <p><input type="checkbox"/> Reflection statement describing materials and equipment (photographs optional).</p> <p>7. If the program serves infants and toddlers, the activities are individualized to their routines and rhythms.</p> <p><input type="checkbox"/> Sample curriculum plan OR information in the program's family handbook: Page # _____</p> <p>8. The program has a clearly stated policy addressing suspension and expulsion and supports available for</p>	<p>h. Using a program-generated method of curriculum development.</p> <p><input type="checkbox"/> Written curriculum framework.</p> <p>10. The activity planning shows evidence of supporting children's positive social and emotional development, using strategies with all children and youth that include: providing choices, using redirection, reflection, and program solving, and clear rules and expectations.</p> <p><input type="checkbox"/> Sample curriculum plan(s).</p>	
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		<p>children with social and emotional and/or behavioral health needs.</p> <p><input type="checkbox"/> <i>Information in the program's family handbook: Page # _____.</i></p>		
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Standard 2: Program Evaluation

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>There are no standards in this area for Star 1.</p>	<p>1. The program completes the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis for the following categories: Compliance History/Licensing Status. <input type="checkbox"/> Checklist dated annually.</p>	<p>2. The program completes an annual Family Survey to gather input on the program's strengths and opportunities. <input type="checkbox"/> Family survey tool with dates of distribution.</p> <p>3. The program completes the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis for the following categories: Compliance History/Licensing Status, Administration and Business Practices, and Health and Safety. <input type="checkbox"/> Checklist dated annually.</p> <p>4. The program writes a Continuous Quality</p>	<p>6. The program conducts an annual self-assessment based on NAFCC or AMS accreditation standards. <input type="checkbox"/> Summary of self-assessment.</p> <p>7. The program completes all categories of the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis. <input type="checkbox"/> Checklist dated annually.</p> <p>8. The program includes results from the NAFCC self-assessment and all categories of the <i>Maine Quality Rating and Improvement System Inclusive</i></p>	<p>9. The program holds current accreditation from the National Association for Family Child Care (NAFCC) or the American Montessori Society (AMS). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

		<p>Improvement (CQI) Plan based upon the results from and Family Survey and the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i>.</p> <ul style="list-style-type: none"> □ Summary of CQI plan. <p>5. Programs with employees hold staff meetings at least quarterly that include discussions regarding the CQI plan.</p> <ul style="list-style-type: none"> □ Staff meeting agenda and/or minutes showing discussion of CQI plan. 	<p><i>Practices Checklist</i> in its CQI Plan.</p> <ul style="list-style-type: none"> □ Summary of CQI Plan. 	
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Standard 3: Staff Qualifications and Professional Development

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>1. The individual is a member of the MRTQ Registry. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>2. The individual has current certification in Infant, Child, and Adult CPR and First Aid. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>	<p>3. The Program Owner and all employees (if applicable) are members of the MRTQ Registry. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>4. New employees are given an orientation to the program prior to working with children and youth (if applicable). <input type="checkbox"/> Policy in Employee Handbook: Page # _____.</p>	<p>5. The Program Owner is at a Level 3 or above on the MRTQ Direct Care Career Lattice. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>6. The Program Owner has completed the six-hour <i>Introduction to Laws Addressing Inclusion</i>. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>7. Programs with employees provide monthly opportunities for individual supervision. <input type="checkbox"/> Policy in Employee Handbook: Page # _____.</p>	<p>8. The Program Owner is at a Level 4 or above on the MRTQ Direct Care Career Lattice. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>9. The Program Owner and any employees create an annual Professional Development Plan addressing their training and education goals. <input type="checkbox"/> Sample Professional Development Plan.</p>	<p>10. The program holds current accreditation from the National Association for Family Child Care (NAFCC) or the American Montessori Society (AMS). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

Standard 4: Administration and Business Practices

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p><i>To attain and maintain Star 1, a program must meet the following standards:</i></p>	<p><i>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</i></p>	<p><i>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</i></p>	<p><i>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</i></p>	<p><i>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</i></p>
<p>1. The individual has read and signed documentation/ contract to participate with the Child Care Subsidy Program (CCSP). <input type="checkbox"/> Administrative evidence: CCSP Database.</p>	<p>2. The program gives each employee an up-to-date Employee Policies and Procedures Manual/Handbook (if applicable). <input type="checkbox"/> Employee Handbook.</p> <p>3. All employees (if applicable) have a written job description defining job responsibilities. <input type="checkbox"/> Sample job description.</p>	<p>4. All employees are evaluated at least annually by a supervisor to refine their skills through feedback and guidance (if applicable). <input type="checkbox"/> Policy in Employee Handbook: Page # _____.</p> <p>5. The program provides opportunities for annual professional development planning. <input type="checkbox"/> Sample Professional Development Plan.</p>	<p>6. The program uses an appropriate tool to measure the overall quality of their business and professional practices annually. <input type="checkbox"/> Copy of chosen tool, dated annually.</p> <p>7. The Program Owner (person/persons listed on the license) is/are on-site at least 80% of the time (may be averaged over time). <input type="checkbox"/> Written statement from Program Owner(s).</p>	<p>8. The program holds current accreditation from the National Association for Family Child Care (NAFCC) or the American Montessori Society (AMS). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

Standard 5: Family Engagement and Partnership

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>1. The individual has a signed agreement with the family in compliance with the rules of the Child Care Subsidy Program (CCSP). <input type="checkbox"/> Administrative evidence: CCSP Database.</p>	<p>2. The program provides each enrolled family with an up-to-date Family Handbook. <input type="checkbox"/> Family Handbook.</p>	<p>3. The program provides families with regular communication and updates on the program in ways that support varied literacy levels, abilities, family culture and home language. <input type="checkbox"/> Sample of family communication.</p> <p>4. The program provides information for families on local and state resources available related to individual child and family needs. <input type="checkbox"/> Family Handbook: Page # _____ OR samples of available resources.</p>	<p>5. The program offers families at least one conference per year to discuss their child's cognitive, social emotional, and physical development and needs <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p> <p>6. The program has a policy addressing its participation in IFSP/IEP plans. <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p>	<p>7. The program holds current accreditation from the National Association for Family Child Care (NAFCC) or the American Montessori Society (AMS). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

Standard 6: Child and Youth Assessment

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>There are no standards in this area for Star 1.</p>	<p>1. The program conducts child observations to inform curriculum planning. <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p>	<p>2. At least once per year, the program collects and summarizes evidence of the children's development in the following areas: <ul style="list-style-type: none"> • Social/Emotional; • Cognitive; • Physical (gross and fine motor; self-help skills); • Language/Communication Skills; • Approaches to Learning; and incorporates this evidence into curriculum planning. <input type="checkbox"/> Child/youth observation tool(s) AND sample curriculum plan.</p>	<p>3. At least twice per year, the program collects and summarizes evidence of the children's development in the following areas: <ul style="list-style-type: none"> • Social/Emotional; • Cognitive; • Physical (gross and fine motor; self-help skills); • Language/Communication Skills; • Approaches to Learning; and incorporates this evidence into curriculum planning. <input type="checkbox"/> Child/youth observation tool(s) AND sample curriculum plan.</p>	<p>4. The program holds current accreditation from the National Association for Family Child Care (NAFCC) or the American Montessori Society (AMS). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

Standard 7: Health, Safety, Nutrition, and Physical Activity

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p><i>To attain and maintain Star 1, a program must meet the following standards:</i></p>	<p><i>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</i></p>	<p><i>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</i></p>	<p><i>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</i></p>	<p><i>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</i></p>
<p>1. The individual has completed the initial six-hour "Health and Safety Basics" online training and completes the two-hour renewal each year thereafter.</p> <p><input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>	<p>2. The Program Owner and all employees have completed the initial six-hour "Health and Safety Basics" online training and completes the two-hour renewal each year thereafter.</p> <p><input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>3. The program has an appropriate number of carbon monoxide detectors.</p> <p><input type="checkbox"/> Statement describing the location of all carbon monoxide detectors.</p> <p>4. Alcohol, nicotine products, and drugs will be secured by lock or out of reach within areas</p>	<p>5. The program completes an annual nutrition/physical activity baseline self-assessment then develops and implements an action plan to achieve one strategy for improvement.</p> <p><input type="checkbox"/> Summary of self-assessment and action plan.</p>	<p>6. The program completes an annual nutrition/physical activity baseline self-assessment then develops and implements an action plan to achieve two strategies for improvement.</p> <p><input type="checkbox"/> Summary of self-assessment and action plan.</p>	<p>7. The program holds current accreditation from the National Association for Family Child Care (NAFCC) or the American Montessori Society (AMS).</p> <p><input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

	accessible to children/youth. <input type="checkbox"/> Statement describing procedures for securing alcohol, nicotine products, and drugs/medications in the program.			
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Appendix C: *Rising Stars* for ME Standards Out-of-School Time (DRAFT)

Standard 1: Learning Environment/Developmentally Appropriate Practice				
Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<i>To attain and maintain Star 1, a program must meet the following standards:</i>	<i>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</i>	<i>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</i>	<i>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</i>	<i>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</i>
<i>There are no standards in this area for Star 1.</i>	<ol style="list-style-type: none"> The program's activities and experiences are guided by a general understanding of the developmental domains. <ul style="list-style-type: none"> <input type="checkbox"/> Information in the program's Family Handbook: Page # _____ The method for planning activities and experiences is based on children's interests, skills, and abilities. <ul style="list-style-type: none"> <input type="checkbox"/> Information in the program's Family Handbook: Page # _____ The program posts and follows a daily schedule that supports child-centered play and 	<ol style="list-style-type: none"> The program documents in writing its method for curriculum planning. <ul style="list-style-type: none"> <input type="checkbox"/> Written curriculum framework. Materials and equipment are developmentally appropriate, accessible, and reflect all children's interests, skills, abilities, and represent the children, youth, and families serviced. <ul style="list-style-type: none"> <input type="checkbox"/> Reflection statement describing materials and equipment (photographs optional). 	<ol style="list-style-type: none"> The activity planning shows evidence of supporting children's positive social and emotional development, using strategies with all children/youth that include: providing choices; using redirection, reflection, and problem solving; and clear rules and expectations. <ul style="list-style-type: none"> <input type="checkbox"/> Sample curriculum plan OR information in the program's Family Handbook: Page # _____. 	<ol style="list-style-type: none"> The program holds current accreditation from the Council on Accreditation (COA) or the National Association for the Education of Young Children (NAEYC). <ul style="list-style-type: none"> <input type="checkbox"/> Administrative evidence: MRTQ Registry.

	<p>exploration, both indoors and outdoors, and is responsive to the interests and developmental needs of the children and youth.</p> <p><input type="checkbox"/> <i>Program's daily schedule.</i></p>	<p>6. The program accesses and coordinates with community resources to address the needs of children/youth with social and emotional and/or behavioral health needs to support their continued participation and learning.</p> <p><input type="checkbox"/> <i>Statement from Family Handbook OR samples of resources shared with families.</i></p>		
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Standard 2: Program Evaluation

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>There are no standards in this area for Star 1.</p>	<p>1. The program completes the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis for the following categories: Compliance History/Licensing Status. <input type="checkbox"/> Checklist dated annually.</p>	<p>2. The program completes annual Staff and Family Survey(s) to gather input from staff, families, and administrators on the program's strengths and opportunities. <input type="checkbox"/> Staff and family survey tools with dates of distribution.</p> <p>3. The program completes the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis for the following categories: Compliance History/Licensing Status, and TWO other categories of choice. <input type="checkbox"/> Checklist dated annually.</p>	<p>6. The program conducts an annual self-assessment based on COA accreditation standards. <input type="checkbox"/> Summary of self-assessment.</p> <p>7. The program completes all categories of the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i> on an annual basis. <input type="checkbox"/> Checklist dated annually.</p> <p>8. The program includes results from the chosen self-assessment and all categories of the <i>Maine Quality Rating and Improvement System Inclusive</i></p>	<p>9. The program holds current accreditation from the Council on Accreditation (COA) or the National Association for the Education of Young Children (NAEYC). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

		<p>4. The program writes a Continuous Quality Improvement (CQI) Plan based upon the results from the Staff and Family Survey(s) and the <i>Maine Quality Rating and Improvement System Inclusive Practices Checklist</i>.</p> <p><input type="checkbox"/> Summary of CQI plan.</p> <p>5. The program holds staff meetings at least quarterly that include discussions regarding the CQI plan.</p> <p><input type="checkbox"/> Staff meeting agenda and/or minutes showing discussion of CQI plan.</p>	<p><i>Practices Checklist</i> in its CQI Plan.</p> <p><input type="checkbox"/> Summary of CQI Plan.</p>	
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Standard 3: Staff Qualifications and Professional Development

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>1. All permanent/regular staff (100%) are members of the MRTQ Registry. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>2. All permanent/regular staff (100%) have current certification in Infant, Child, and Adult CPR and First Aid. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>	<p>3. All permanent/regular staff (100%) are members of the MRTQ Registry. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>4. All permanent/regular staff (100%) have current certification in Infant, Child, and Adult CPR and First Aid. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>5. New employees are given an orientation to the program prior to working with children and youth. <input type="checkbox"/> Policy in Employee Handbook: Page # _____.</p>	<p>6. At least 25% of employees working 20 or more hours per week are at a Level 3 or above on the MRTQ Direct Care Career Lattice. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>7. The Program Director has completed the training <i>Foundations of Center-Based Care</i> OR at least one <i>Child Care Leadership Institute (I, II, or III)</i> with MRTQ PDN OR demonstrates completion of comparable college course work. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>8. The Program Director has completed the six-hour <i>Introduction</i></p>	<p>10. At least 50% of all employees working at least 20 hours per week are at least a Level 3 or above on the MRTQ Direct Care Career Lattice. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>11. All staff create an annual Professional Development Plan addressing their training and educational goals. <input type="checkbox"/> Sample Professional Development Plan.</p>	<p>12. The Program Director is at a Level 5 or above on the MRTQ Administrative/ Management/ Coordination Career Lattice OR at least a Level 6 on the MRTQ Direct Care Career Lattice. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>13. At least 50% of employees working 20 hours or more per week are at a Level 4 or above on the MRTQ Direct Care Career Lattice. <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

		<p><i>to Laws Addressing Inclusion.</i></p> <p><input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>9. The program provides monthly opportunities for individual supervision.</p> <p><input type="checkbox"/> Policy in Employee Handbook: Page # _____.</p>		
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Standard 4: Administration and Business Practices

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>1. Read and sign documentation/ contract to participate with the Child Care Subsidy Program (CCSP). <input type="checkbox"/> Administrative evidence: CCSP Database.</p>	<p>2. The program gives each employee an up-to-date Employee Policies and Procedures Manual/Handbook. <input type="checkbox"/> Employee Handbook.</p> <p>3. All employees have a written job description defining job responsibilities. <input type="checkbox"/> Sample job description.</p>	<p>4. All employees are evaluated at least annually by a supervisor to refine their skills through feedback and guidance. <input type="checkbox"/> Policy in Employee Handbook: Page # _____.</p> <p>5. The program provides opportunities for annual professional development planning. <input type="checkbox"/> Sample Professional Development Plan.</p>	<p>6. Staff with curriculum planning responsibilities are provided with at least one hour per week to dedicate to curriculum planning. <input type="checkbox"/> Policy in Employee Handbook: Page # _____.</p> <p>7. The program offers a benefit package including at least two of the following benefits: <ul style="list-style-type: none"> • Reduced child care rates for children of staff; • Tuition reimbursement; • Paid training (for hourly staff); • Mileage reimbursement for travel to training/education; • Health insurance; </p>	<p>9. The program holds current accreditation from the Council on Accreditation (COA) or the National Association for the Education of Young Children (NAEYC). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

			<ul style="list-style-type: none"> • Dental insurance; • Disability insurance; • Access to an Employee Assistance Program (EAP); • Retirement plan; • Paid vacation; • Paid sick time; • Paid personal time; • Paid holidays. <p><input type="checkbox"/> <i>Policy in Employee Handbook: Page # _____.</i></p>	
			<p>8. The program offers staff the opportunity to participate in the development and revision of program policies.</p> <p><input type="checkbox"/> <i>Policy in Employee Handbook: Page # _____.</i></p>	

Standard 5: Family Engagement and Partnership

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>1. The program has a signed agreement with the family in compliance with the rules of the Child Care Subsidy Program (CCSP). <input type="checkbox"/> Administrative evidence: CCSP Database.</p>	<p>2. The program provides each enrolled family with an up-to-date Family Handbook. <input type="checkbox"/> Family Handbook.</p>	<p>3. The program provides families with regular communication and updates on the program in ways that support varied literacy levels, abilities, family culture and home language. <input type="checkbox"/> Sample of family communication.</p> <p>4. The program provides information for families on local and state resources available related to individual child and family needs. <input type="checkbox"/> Family Handbook: Page # _____ OR samples of available resources.</p>	<p>5. The program offers families conference time to discuss their child's cognitive, social emotional, and physical development and needs <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p> <p>6. The program has a policy addressing its participation in IFSP/IEP plans. <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p>	<p>7. The program holds current accreditation from the Council on Accreditation (COA) or the National Association for the Education of Young Children (NAEYC). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

Standard 6: Child and Youth Assessment

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>There are no standards in this area for Star 1.</p>	<p>1. The program conducts child observations to inform curriculum planning <input type="checkbox"/> Policy in Family Handbook: Page # _____.</p>	<p>2. At least once per year, the program collects and summarizes evidence of the children's development in the following areas: <ul style="list-style-type: none"> • Social/Emotional; • Cognitive; • Physical (gross and fine motor; self-help skills); • Language/Communication Skills; • Approaches to Learning; and incorporates this evidence into curriculum planning. <input type="checkbox"/> Child/youth observation tool(s) AND sample curriculum plan.</p>	<p>3. At least twice per year, the program collects and summarizes evidence of the children's development in the following areas: <ul style="list-style-type: none"> • Social/Emotional • Cognitive; • Physical (gross and fine motor; self-help skills); • Language/Communication Skills; • Approaches to Learning; and incorporates this evidence into curriculum planning. <input type="checkbox"/> Child/youth observation tool(s) AND sample curriculum plan.</p>	<p>4. The program holds current accreditation from the Council on Accreditation (COA) or the National Association for the Education of Young Children (NAEYC). <input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

Standard 7: Health, Safety, Nutrition, and Physical Activity

Star 1★	Star 2★★	Star 3★★★	Star 4★★★★	Star 5★★★★★
<p>To attain and maintain Star 1, a program must meet the following standards:</p>	<p>To attain and maintain Star 2, a program must be licensed AND meet the following standards:</p>	<p>To attain and maintain Star 3, a program must continue to meet Star 2 standards AND meet the following standards:</p>	<p>To attain and maintain Star 4, a program must continue to meet Star 2 & 3 standards AND meet the following standards:</p>	<p>To attain and maintain Star 5, a program must continue to meet Star 2, 3 & 4 standards AND meet the following standards:</p>
<p>1. All permanent/regular staff (100%) have completed the initial six-hour "Health and Safety Basics" online training and complete the two-hour renewal each year thereafter.</p> <p><input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>	<p>2. All permanent/regular staff (100%) have completed the initial six-hour "Health and Safety Basics" online training and completes the two-hour renewal each year thereafter.</p> <p><input type="checkbox"/> Administrative evidence: MRTQ Registry.</p> <p>3. The program has an appropriate number of carbon monoxide detectors.</p> <p><input type="checkbox"/> Statement describing the location of all carbon monoxide detectors.</p>	<p>4. The program completes an annual nutrition/physical activity baseline self-assessment, then develops and implements an action plan to achieve one strategy for improvement.</p> <p><input type="checkbox"/> Summary of self-assessment and action plan.</p> <p>5. The program's Family Handbook includes a policy describing how the program meets the dietary needs of children/youth taking into consideration diverse food and nutrition as determined by culture, religion, and/or disabilities.</p>	<p>6. The program completes an annual nutrition/physical activity baseline self-assessment then develops and implements an action plan to achieve two strategies for improvement.</p> <p><input type="checkbox"/> Summary of self-assessment and action plan.</p>	<p>7. The program holds current accreditation from the Council on Accreditation (COA) or the National Association for the Education of Young Children (NAEYC).</p> <p><input type="checkbox"/> Administrative evidence: MRTQ Registry.</p>

		<input type="checkbox"/> <i>Policy in Family Handbook: Page #</i> _____.		
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Appendix D: Meeting Feedback Form

Rising Stars for ME Meeting Follow-Up

This is a short feedback form to help gather any information that may have been missed at the Zoom meeting, or that you may have thought of later. Please take a few minutes to share your thoughts on the following questions.

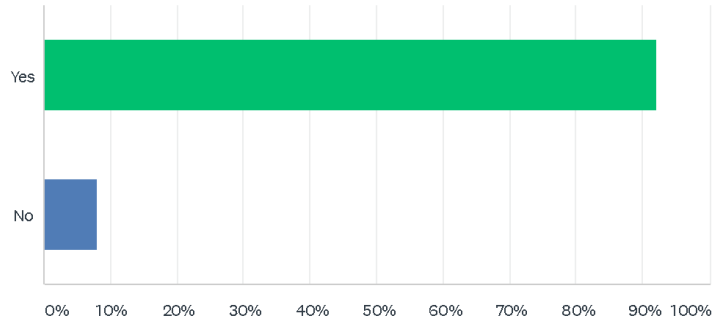
1. Did your self-rating Star align with your current Step (if applicable)?
 - Yes
 - No
2. If no, was your Star higher or lower than your current Step?
 - Higher
 - Lower
 - Not applicable
3. Thinking about the requirements of the Standard(s) discussed at this month's meeting, how long do you estimate it would take your program to meet the revised Standards at your current Step/Star?
 - Fewer than three months
 - Three to six months
 - Seven to twelve months
 - More than one year
4. Thinking about the requirements of the Standard(s) discussed at this month's meeting, how long do you estimate it would take your program to move up to the next Star (if applicable)?
 - Fewer than three months
 - Three to six months
 - Seven to twelve months
 - More than one year
5. What are the barriers for your program when thinking about meeting your current Step/Star and/or for moving to the next Star?
6. What supports would be helpful for your program when working toward the requirements in your current or higher Star? Examples might be sample resources or additional training.
7. Is there anything you'd like to share about the Standard(s) discussed this month?
8. For the meeting itself, please share: What worked well? What didn't work well? What would you change for next time?

Appendix E: *Rising Stars for ME* Pilot Evaluation

Rising Stars for ME Pilot Evaluation

Q1 Did you attend at least one Rising Stars for ME Pilot meeting (via Zoom)?

Answered: 25 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	92.00% 23
No	8.00% 2
TOTAL	25

Q2 Please share why you were not able to participate in the Rising Stars for ME Pilot. (Your answer is confidential and will be used only to evaluate the Pilot process.)

Answered: 2 Skipped: 23

#	RESPONSES	DATE
1	COVID-19	6/9/2020 10:14 AM
2	With COVID-19 my life became increasingly busy trying to keep up with the business	6/6/2020 2:38 PM

Q3 Why did you decide to join the Rising Stars for ME Pilot?

Answered: 23 Skipped: 2

Rising Stars for ME Pilot Evaluation

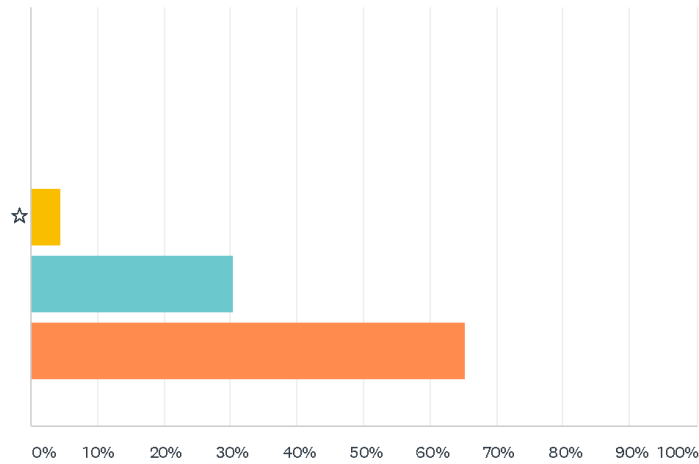
#	RESPONSES	DATE
1	To learn about the new rating system that is developing, to learn how my program would fit on the new rating scale and also to learn what other providers do and where they may fall on the rating scale.	6/10/2020 9:07 PM
2	To be better informed	6/9/2020 8:13 PM
3	I joined the pilot because I was interested in the revisions for planning purposes.	6/9/2020 8:05 PM
4	I believe that the rising stars for ME standards help to promote quality in childcare programs.	6/9/2020 7:27 PM
5	I was part of the 1st pilot, and wanted to continue moving forward with this project	6/9/2020 1:02 PM
6	I wanted to be a part of the new program and have say in the standards as they affect my center.	6/9/2020 11:55 AM
7	I was wondering how the new program, Rising Stars, compared to the previous quality rating system. I totally believe centers should work on moving up and I wondered what each step involved. Certain standards are easier to attain and others are more challenging to attain and I thought any input may help.	6/9/2020 10:59 AM
8	We joined the Rising Stars for ME Pilot because our program likes to stay up to date and be part of new initiatives.	6/8/2020 7:14 AM
9	Since I was new to my role as a Director of a Childcare program, I wanted to become familiar with the new standards and I knew this was a going to be a process that would help me do that.	6/8/2020 6:44 AM
10	It was a fantastic opportunity to learn from the other centers all while creating a much needed change for the childcares of Maine's rating system!	6/6/2020 8:41 AM
11	To help inform the new stars rating system	6/5/2020 12:28 PM
12	To be part of creating the new system and to be informed.	6/5/2020 12:17 PM
13	I wanted to understand the new system and help provide feedback from where the rubber meets the road.	6/5/2020 12:12 PM
14	I thought it would be a good experience to help with shaping the quality ratings system.	6/5/2020 10:20 AM
15	To learn more about the program to see how to get to the next level	6/5/2020 9:47 AM
16	I value the QRIS program and was involved in some of the previous Quality for ME revision meetings. I am also Chair of FCCAM and felt it was important that I be involved.	6/5/2020 9:43 AM
17	I was interested in seeing the differences moving forward from quality steps, and getting an insight as to how our program will be able to move up through the new stars program	6/5/2020 9:31 AM
18	I'm very interested in quality rating systems and participated in the development of Massachusetts system. I also wanted to be sure that a Montessori School had a voice in this program as we look at measuring quality.	6/5/2020 9:06 AM
19	I was excited to see what changes were made as well as wanting to get an idea on what to expect.	6/5/2020 9:02 AM
20	I like giving feedback for our industry that is constructive:)	6/5/2020 8:18 AM
21	I enjoy being involved with helping the early education system in Maine.	6/5/2020 8:18 AM
22	I'm very interested in the direction that Maine is heading with it's quality rating system for child care, and I love being part of discussions and processes that help us get where we need to be.	6/5/2020 8:11 AM
23	The program I work for was looking into making changes to get to the next Quality for ME level, thought the Pilot program would be a great to see whats coming!	6/5/2020 8:05 AM

Q4 How would you rate your overall experience with the Rising Stars for ME Pilot?

Answered: 23 Skipped: 2

2 / 6

Rising Stars for ME Pilot Evaluation



■ Not worth my time.
 ■ (no label)
 ■ Somewhat worth my time.
 ■ (no label)
 ■ Excellent use of my time.

	NOT WORTH MY TIME.	(NO LABEL)	SOMEWHAT WORTH MY TIME.	(NO LABEL)	EXCELLENT USE OF MY TIME.	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	4.35% 1	30.43% 7	65.22% 15	23	4.61

Q5 What would you consider the best part of the Rising Stars for ME Pilot?

Answered: 23 Skipped: 2

Rising Stars for ME Pilot Evaluation

#	RESPONSES	DATE
1	The interaction between the members on the call. Learning about the different things each program offers	6/10/2020 9:07 PM
2	Hearing solutions on finding trainings	6/9/2020 8:13 PM
3	Learning what changes are being made, so I can plan for training and documentation to meet the requirements.	6/9/2020 8:05 PM
4	The ability to see how various strategies can be used individually and collectively to promote a programs continued improvement.	6/9/2020 7:27 PM
5	Reviewing the standards, and discussions with colleagues.	6/9/2020 1:02 PM
6	I loved the feedback from other Directors, we all have the same universal struggles. Finding good, educated teachers.	6/9/2020 11:55 AM
7	I enjoy collaborating with other early childhood educators and/or directors. I always learn something new or think about a standard a new way.	6/9/2020 10:59 AM
8	Discussion with other providers in the field as well as being able to see where Maine is going with quality.	6/8/2020 7:14 AM
9	Allowing me to read through, process, and discuss the intent of the standards over a period of time. I also like being able to ask questions and give input.	6/8/2020 6:44 AM
10	Getting to know all of the other participants/trainers who have so much experience and knowledge to help me grow in my role, all while adding my own experience to the mix.	6/6/2020 8:41 AM
11	Having input about the creation of the levels and how to make them work for everyone along the spectrum	6/5/2020 12:28 PM
12	Collaboration and discussion.	6/5/2020 12:17 PM
13	The thoughtful and insightful feedback and questions from the participants. Good facilitation, too.	6/5/2020 12:12 PM
14	Hearing thoughts and opinions of other providers.	6/5/2020 10:20 AM
15	How it breaks down what we need to get to the next star and getting information and feedback from the instructor and other directors.	6/5/2020 9:47 AM
16	Going through the Stars and seeing how my program would comply.	6/5/2020 9:43 AM
17	Getting to see the outline and ask questions/give feedback	6/5/2020 9:31 AM
18	The opportunity to collaborate with other directors and leaders in the field throughout the state of Maine was the best part for me. I also appreciated the opportunity to give feedback after each meeting, as I often had more thoughts.	6/5/2020 9:06 AM
19	The resources for some of the standards.	6/5/2020 9:02 AM
20	Being able to talk with a variety of providers from all over the state	6/5/2020 8:18 AM
21	I enjoyed being able to give my opinion and discuss the standards with other providers.	6/5/2020 8:18 AM
22	Being able to talk through the indicators with other professionals, and getting clarification on what type of documentation we would need to show that we are meeting all of the criteria.	6/5/2020 8:11 AM
23	I loved being able to look through the packet beforehand and have discussions about what we will think will work, not work, or be a challenge for centers to get there.	6/5/2020 8:05 AM

Q6 Was there anything that you would recommend improving about the Rising Stars for ME Pilot?

Answered: 22 Skipped: 3

Rising Stars for ME Pilot Evaluation

#	RESPONSES	DATE
1	I enjoyed the format we adapted following the first call, in that we would read the rating, determine where we stood, and then talk about any questions we may have	6/10/2020 9:07 PM
2	No	6/9/2020 8:13 PM
3	No.	6/9/2020 8:05 PM
4	I would like to see a way in which all programs could be included. This inclusion may lead to broader participation among all programs.	6/9/2020 7:27 PM
5	Would like it to have been more in depth; discussing each indicator.	6/9/2020 1:02 PM
6	I thought it was great!	6/9/2020 11:55 AM
7	Overall I thought it went great. I think the only challenging part was this happened to go on during a life and business changing event of the pandemic. During the last two meetings my head was so removed as we were trying to handle and make adjustments to all the changes that were going on at that time.	6/9/2020 10:59 AM
8	The pace was good, people had time to review materials and give input.	6/8/2020 7:14 AM
9	I wish there were a few more participants. :)	6/8/2020 6:44 AM
10	Not at this time.	6/6/2020 8:41 AM
11	No, I think it is great!	6/5/2020 12:28 PM
12	While in it's creating stage, having a bit more input on the relatedness of the standards.	6/5/2020 12:17 PM
13	No. I think while there's more work involved to meet the different levels, I think it reflects best and current practice. I think it should be reviewed periodically (5-10 years) for relevance and updates.	6/5/2020 12:12 PM
14	Not at this time. Unfortunately I was not able to finish the program because of COVID-19 so I missed the last half of it.	6/5/2020 9:47 AM
15	No	6/5/2020 9:43 AM
16	The pilot is so great! I think somewhere have examples of what is expected, or links to click on that would bring you right to the resources needed to complete each step!!	6/5/2020 9:31 AM
17	While I truly understand that zoom meetings was the best way to manage this pilot, we've all been overwhelmed with zoom over the last 10 weeks. That's not your fault.	6/5/2020 9:06 AM
18	Maybe just some more explanation on some of the standards and items for meeting those standards	6/5/2020 9:02 AM
19	No I liked the zoom as I didn't have to leave my building to participate	6/5/2020 8:18 AM
20	I would prefer all programs to be on the system, ideally a 1 star is simply a licensed program. If this is not possible (as the new design is for legal-exempt to be star 1) then I would make sure there is wordage on the website stating the providers with 0 stars choose not to participate in the system. Otherwise it will be confusing for families.	6/5/2020 8:18 AM
21	N/A It was very informative and the facilitators did a great job providing guidance.	6/5/2020 8:11 AM
22	Not at this time.	6/5/2020 8:05 AM

Q7 What are your remaining questions or comments?

Answered: 18 Skipped: 7

Rising Stars for ME Pilot Evaluation

#	RESPONSES	DATE
1	They were all answered during the calls	6/10/2020 9:07 PM
2	None	6/9/2020 8:13 PM
3	Thank you for allowing me to participate in the pilot.	6/9/2020 8:05 PM
4	Wondering when changes will be coming out??	6/9/2020 1:02 PM
5	I am interested in seeing the final standards.	6/9/2020 11:55 AM
6	I don't think I had any other questions. My questions were answered during each session. I did wonder about the timeline of this new system and I think I recall hearing sometime next year. Thank you for letting me be a part of this very important pilot.	6/9/2020 10:59 AM
7	Our program would like more information on the online portfolio requirements and how that information will be rolled out.	6/8/2020 7:14 AM
8	none	6/8/2020 6:44 AM
9	Will we get updates to how or what will be changing to the system?	6/6/2020 8:41 AM
10	None. Feedback/suggestions for the future were given on evaluation for last session.	6/5/2020 12:17 PM
11	I am relieved that we will have lead time to make the required changes. I also think the changes will be helpful to the accreditation process.	6/5/2020 12:12 PM
12	My only concern was how unlicensed providers are able to be a star 1.	6/5/2020 10:20 AM
13	The only comment I have about Rising Stars is the concept of license-exempt providers automatically being a Star 1, but there isn't an automatic level for licensed providers. I strongly feel that those who have going through the process to become licensed should automatically be a Star 2.	6/5/2020 9:43 AM
14	A follow up document might be helpful that summarizes the program and what you all might have learned from us. Thank you for allowing me to participate.	6/5/2020 9:06 AM
15	When is this supposed to get started? Will there be any assistance as programs get going? What will be the accountability (will someone be checking to make sure accurate information is being reported?)	6/5/2020 9:02 AM
16	I really hope our feedback is taken seriously. Many times we are asked but then things are done the state wants it done without taking our feedback. I would also really look at the required education for the steps as that is a road block for 90% of providers and if they meet everything else that one piece should not prevent them from being a step 4	6/5/2020 8:18 AM
17	I'm looking forward to seeing the new guidelines come out and being able to start to navigate and put the new practices in place.	6/5/2020 8:11 AM
18	I want to know if National Special Education Accreditation will cover the center for Star 5.	6/5/2020 8:05 AM