



NCDHHS

Division of Child Development
and Early Education

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Modernizing QRIS

December 2023
Draft QRIS Recommendations

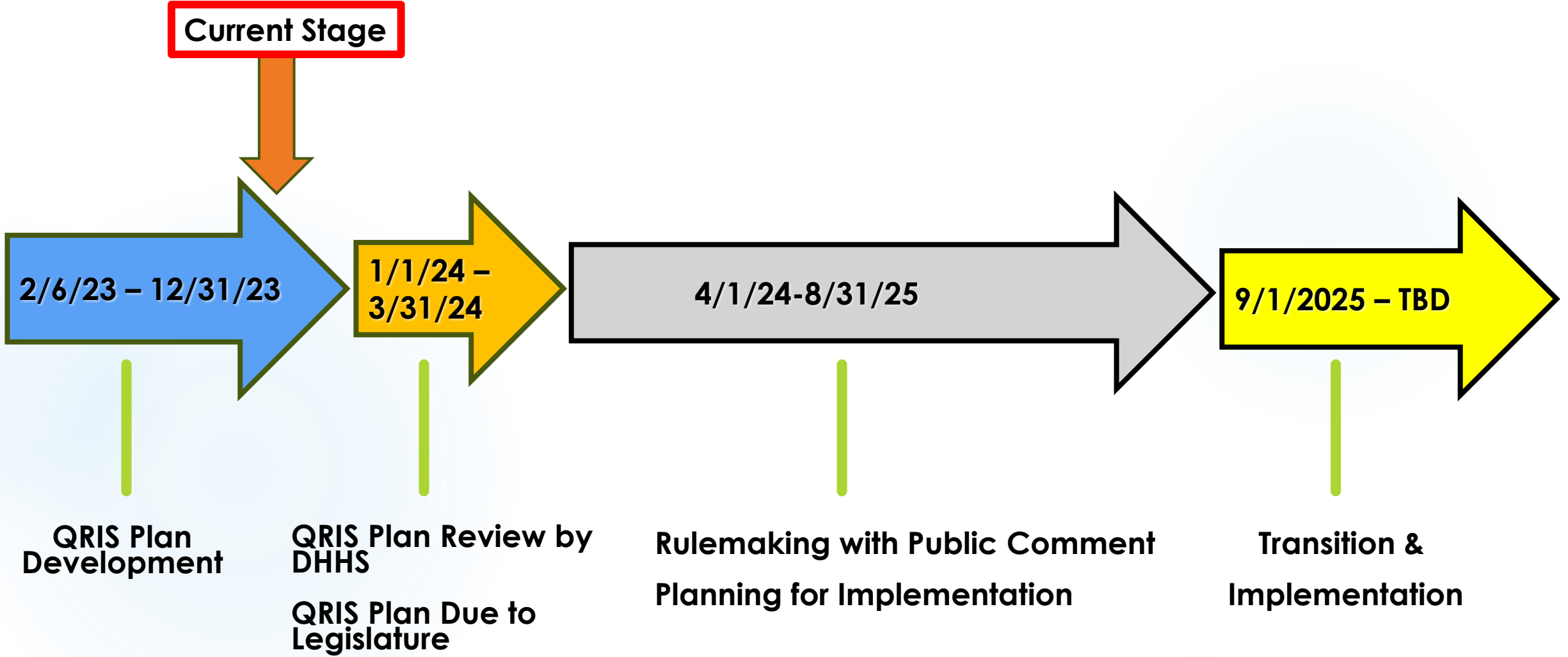
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QRIS Modernization Timeline

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Current Stage





Pathways to the Stars: Where Quality and Choice Meet



QRIS Feedback

11/13/23 – 12/1/23

83 Responses

Common Themes:

- ❖ FCCH Capacity and Enrollment
- ❖ Ratio and Space for Centers
- ❖ Education Standards
- ❖ Accreditation Questions
- ❖ Program Assessment Averages & Scores
- ❖ Curriculum Questions
- ❖ Process and Implementation Questions

Updates and Adjustments since November 13

Adjustments:

- ❖ Ratio and Space for Centers
- ❖ Education Standards
- ❖ CEU/Training Hour options

Clarifications:

- ❖ FCCH Capacity and Enrollment
- ❖ Program Assessment Averages & Scores
- ❖ Accreditation

New Information:

- ❖ Details regarding Pathway #2
- ❖ Quality Point of Distinction options
- ❖ Head Start Pathway

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Continuous Quality Improvement (CQI) Standards for Pathway #1 and Pathway #2

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- ❖ Individual CQI planning for each staff member that accompanies the Professional Development Plan. The CQI plan will include identification of goals, resources/supports needed to accomplish goal, and an annual review of the efforts toward completion of goals.
- ❖ Facility CQI Plan will include goals, outline necessary actions needed to accomplish the goal, document the reason for the goal, and an annual review of efforts toward completion of the goal.
- ❖ FCCH Operators may use one form to document individual and facility goals.

Family and Community Engagement Standards for Pathway #1 and Pathway #2

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2 Star

Foundational Practices that include:

- One-way communication (when a program shares information with families)
- Annual family/teacher conference opportunity
- Annual opportunity for sharing of cultural heritage
- Opportunities for parents to volunteer
- Coordination of community services by administrator with families as needed/requested

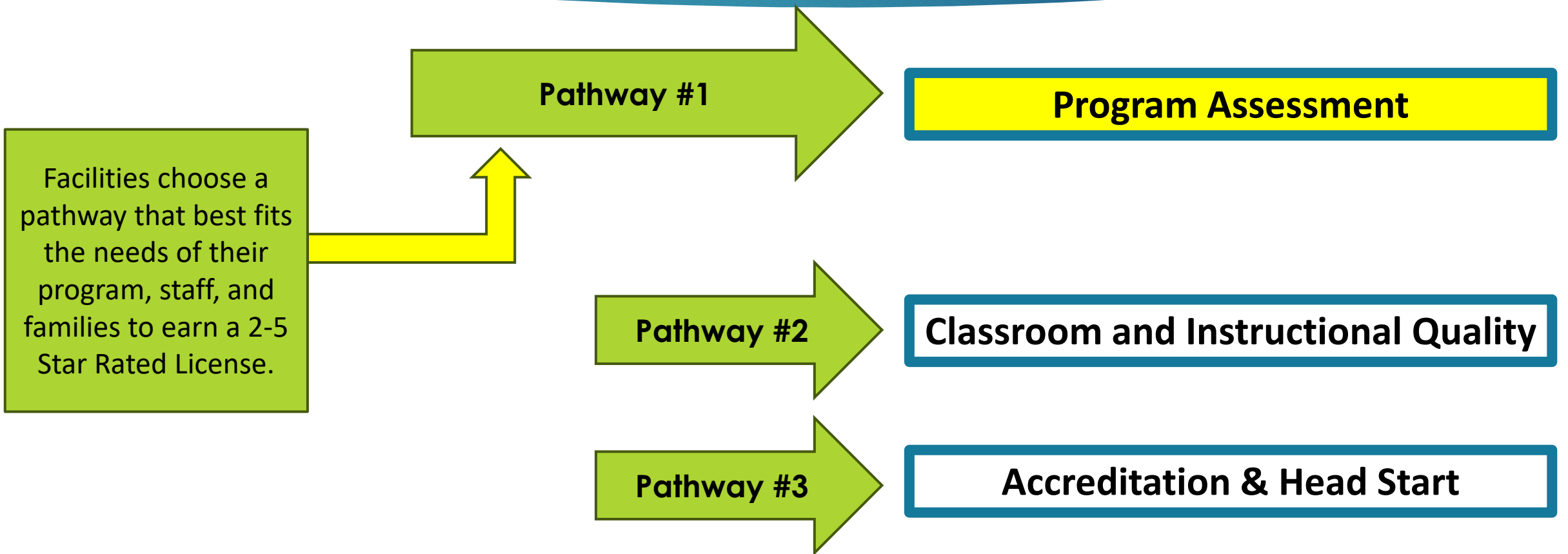
3-5 Star

Foundational Practices AND choices from 3 categories of engagement:

- Communication may include two-way communication, family resource area, resources in multiple languages, family conferences, and connections to community resources.
- Engagement & Leadership may include family feedback, enrollment orientation, family events, transition plan, reciprocal and responsive program planning and collaboration with service providers.
- Educational Opportunity may include events for families and educators to learn together, events planned based on needs identified by families, use of local resources and supports for participation.

Pathway #1 Choice

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Pathway #1

Program Assessment - FCCH

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2 Star	3 Star	4 Star	5 Star
No enrollment reduction	No enrollment reduction	No enrollment reduction	No enrollment reduction
Operator meets 2 Star Education Standards	Operator meets 3 Star Education Standards	Operator meets 4 Star Education Standards	Operator meets 5 Star Education Standards
Family and Community Engagement Foundational Practices	Family and Community Engagement Foundational Practices AND additional choices	Family and Community Engagement Foundational Practices AND additional choices	Family and Community Engagement Foundational Practices AND additional choices
CQI Standards for Facility and Individual	CQI Standards for Facility and Individual	CQI Standards for Facility and Individual	CQI Standards for Facility and Individual
Program Assessment Self-Study & Self-Assessment	Program Assessment Self-Study & Self-Assessment, FCCERS-3 Completed, and results used for CQI only.	Approved curriculum used when four-year-olds are enrolled. Program Assessment Self-Study & Self-Assessment, FCCERS-3 completed, and Required Score of 3.5.	Approved curriculum used when four-year-olds are enrolled. Program Assessment Self-Study & Self-Assessment, FCCERS-3 Completed, and Required Score of 4.0.

Pathway #1

Program Assessment - Centers

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2 Star	3 Star	4 Star	5 Star
Enhanced Ratio OR Enhanced Space	Enhanced Ratio OR Enhanced Space	Enhanced Ratio OR Enhanced Space	Enhanced Ratio, Enhanced Space Optional
50% of all educators	50% of all educators	50% of all educators	50% of all educators
Family and Community Engagement Foundational Practices	Family and Community Engagement Foundational Practices AND additional choices	Family and Community Engagement Foundational Practices AND additional choices	Family and Community Engagement Foundational Practices AND additional choices
CQI Standards for Facility and Individual	CQI Standards for Facility and Individual	CQI Standards for Facility and Individual	CQI Standards for Facility and Individual
Program Assessment Self-Study & Self- Assessment	Program Assessment Self- Study & Self-Assessment, Formal Assessments Completed, and results used for CQI only	Approved curriculum used when four-year-olds are enrolled. Program Assessment Self-Study & Self- Assessment, Formal Assessment Completed and Required Average Score of 3.5 for ITERS-3 and ECERS-3 and Required Score of 4.0 for SACERS-U.	Approved curriculum used when four- year-olds are enrolled. Program Assessment Self-Study & Self-Assessment, Formal Assessment Completed, and Required Average Score of 4.0 for ITERS- 3 and ECERS-3 and Required Score of 5.0 for SACERS-U.

Program Assessment Tools and Scores

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	4 Star	5 Star
ITERS-3	3.5	4.0
ECERS-3	3.5	4.0
FCCERS-3	3.5	4.0
SACERS-U	4.0	5.0

❖ ITERS-3, ECERS-3, FCCERS-3, and SACERS-U

❖ Notes regarding scores

- ❖ Scores are average of all classrooms using ITERS-3 and ECERS-3
- ❖ Option to drop one score, as long as all age groups are represented in the average.
- ❖ Continued option for one free re-assessment
- ❖ SACERS-U is current version and is not included in averages since that tool is already in use.

Program Assessment Pathway Rationale and Statutory Authority

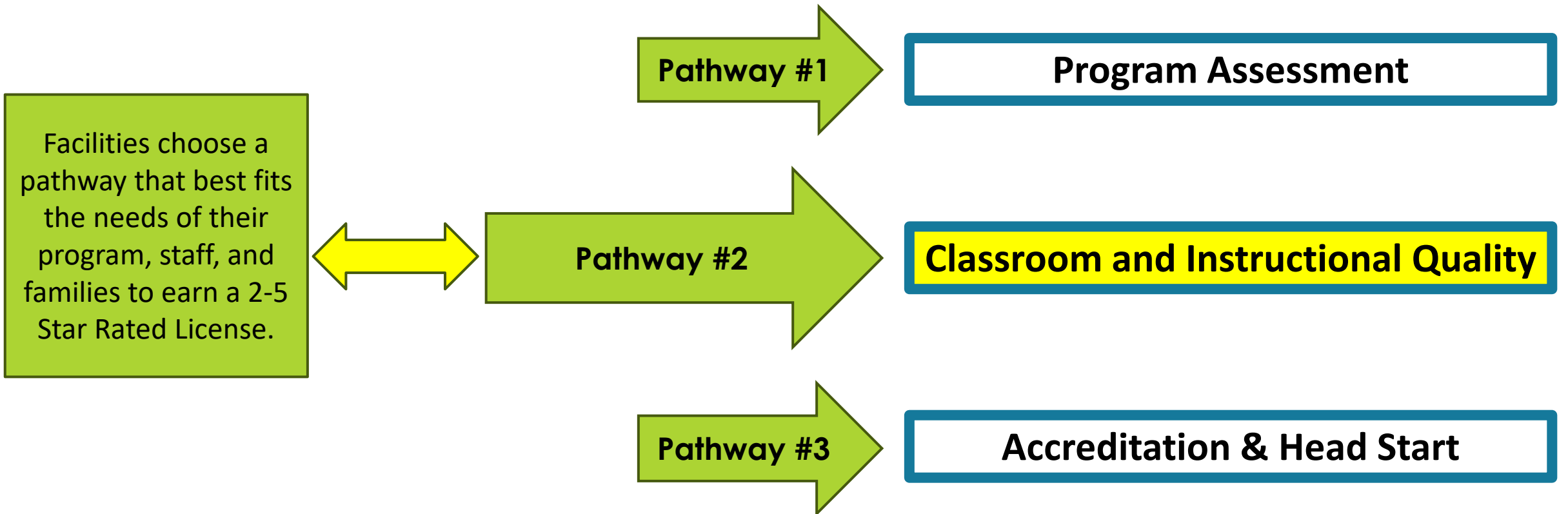
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- ❖ Program assessment recommendations address needs identified by the community to include measures of interactions in assessing quality while also supporting programs who voiced concerns over using an unfamiliar tool/process.
- ❖ The Sub-Committee further recommends that the specific name, edition and required scores be addressed in proposed rules as “approved by the Child Care Commission”. Factors for approval will be included in proposed rule language.
- ❖ This recommended revision would allow the Commission to effectively utilize opportunities for growth and improvement, easily adjust to external changes that may affect program assessment and align approval procedures for all program quality standards.
- ❖ Statutory Authority: NCGS 110-85(3), 110-88(7), 110-90(4) and SB 291

Questions about Pathway #1?

Pathway #2 Choice

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Pathway #2

Classroom & Instructional Quality - FCCH

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2 Star	3 Star	4 Star	5 Star
No enrollment reduction	No enrollment reduction	No enrollment reduction	Reduce enrollment of the youngest age child served by 1.
Operator meets 2 Star Education Standards	Operator meets 3 Star Education Standards	Operator meets 4 Star Education Standards	Operator meets 5 Star Education Standards
Family and Community Engagement Foundational Practices	Family and Community Engagement Foundational Practices AND additional choices	Family and Community Engagement Foundational Practices AND additional choices	Family and Community Engagement Foundational Practices AND additional choices
CQI Standards for Facility and Individual	CQI Standards for Facility and Individual	CQI Standards for Facility and Individual	CQI Standards for Facility and Individual
Curriculum for all ages served	Curriculum for all ages served, Child Observations and Coaching or Training Options	Approved Curriculum and Formative Assessment Tools, Child Observations, and Coaching or Training Options	Approved Curriculum and Formative Assessment Tools, Child Observations, and Coaching or Training Options

Pathway #2

Classroom & Instructional Quality - Center

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2 Star	3 Star	4 Star	5 Star
Enhanced Ratio OR Enhanced Space	Enhanced Ratio OR Enhanced Space	Enhanced Ratio, Enhanced Space Optional	Reduced, Enhanced Ratio, Enhanced Space Optional
50% of all educators	50% of all educators	50% of all educators	50% of all educators
Family and Community Engagement Foundational Practices	Family and Community Engagement Foundational Practices AND additional choices	Family and Community Engagement Foundational Practices AND additional choices	Family and Community Engagement Foundational Practices AND additional choices
CQI Standards for Facility and Individual	CQI Standards for Facility and Individual	CQI Standards for Facility and Individual	CQI Standards for Facility and Individual
Curriculum for all ages served.	Curriculum for all ages served, Child Observations and Coaching or Training Options	Approved Curriculum and Formative Assessment Tools, Child Observations, and Coaching or Training Options	Approved Curriculum and Formative Assessment Tools, Child Observations, and Coaching or Training Options

Classroom and Instructional Quality

2 Star Level - Center & FCCH

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- Curriculum for all ages served that is child focused, developmentally appropriate and aligned with NC Foundations for Early Learning and Development.
- Curriculum Planning includes modifications and/or adaptation to involve all children with special health and/or developmental needs.
- The curriculum is culturally and linguistically appropriate for the children served.

Classroom and Instructional Quality

3 Star Level - Center & FCCH

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- ❑ Curriculum for all ages served that is child focused, developmentally appropriate and aligned with NC Foundations for Early Learning and Development.
- ❑ Curriculum Planning includes modifications and/or adaptation to involve all children with special health and/or developmental needs.
- ❑ The curriculum is culturally and linguistically appropriate for the children served.
- ❑ Evidence of child observations for each child enrolled. Includes items such as anecdotal notes, portfolio, developmental screenings, formative assessment tools, or work samples.
- ❑ FCCH operator **OR** Center Administrator participate in a coaching/mentoring process **OR** completes 5 additional, ongoing training hours annually **OR** a 0.5 Continuing Education Credit (CEU) annually. Coaching, mentoring, training or CEU shall be related to classroom and instructional quality topics.

Classroom and Instructional Quality

4 Star Level - Center & FCCH

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- Approved Curriculum and Formative Assessment Tools for all ages served.
- Curriculum Planning includes modifications and/or adaptation to involve all children with special health and/or developmental needs.
- The curriculum is culturally and linguistically appropriate for the children served.
- Evidence of formative assessments for each child enrolled. Includes items such as formative assessment tool documents, anecdotal notes, portfolio, developmental screenings, child observation notes, or work samples.
- Formative assessment with results shared with families at least once annually.
- FCCH operator **OR** Center Administrator have completed training related to the curriculum and formative assessment used in the program.
- FCCH Operator **OR** Center Administrator **AND** Lead Teachers participate in a coaching/mentoring process **OR** completes 5 additional, ongoing training hours annually **OR** a 0.5 Continuing Education Credit (CEU) annually. Coaching, mentoring, training or CEU shall be related to classroom and instructional quality topics.

Classroom and Instructional Quality 5 Star Level - Center & FCCH

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- Approved Curriculum and Formative Assessment Tools for all ages served.
- Curriculum Planning includes modifications and/or adaptation to involve all children with special health and/or developmental needs.
- The curriculum is culturally and linguistically appropriate for the children served.
- Evidence of formative assessments for each child enrolled. Includes items such as formative assessment tool documents, anecdotal notes, portfolio, developmental screenings, child observation notes, or work samples.
- Use of child's native language when conducting formative assessment.
- Formative assessment with results shared with families at least twice annually. Families are provided an opportunity to contribute additional information related to formative assessment.
- FCCH operator **OR** Center Administrator **AND** Lead Teachers have completed training related to the curriculum and formative assessment used in the program.
- FCCH Operator **OR** Center Administrator **AND** Lead Teachers participate in a coaching/mentoring process **OR** completes 5 additional, ongoing training hours annually **OR** a 0.5 Continuing Education Credit (CEU) annually. Coaching, mentoring, training or CEU shall be related to classroom and instructional quality topics.

Classroom and Instructional Quality Pathway Rationale and Statutory Authority

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- ❖ This pathway is designed for facilities that feel they demonstrate quality in ways that are not adequately measured through program assessment tools.
- ❖ Additionally, this addresses concerns regarding stress and cost of program assessment, “rigid requirements” as described during outreach sessions, and the barrier of having a single path to reach a 5 Star Rated License.
- ❖ This pathway offers a way to demonstrate quality using measures such as curriculum implementation for all ages, responsive classroom planning based on child observation, coaching/mentoring opportunities, staff training, and the lowest ratios at the highest star level.
- ❖ Statutory Authority: NCGS 110-85(3), 110-88(7), 110-90(4) and SB 291

Questions about Pathway #2?

Pathway #3 Choice

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Facilities choose a pathway that best fits the needs of their program, staff, and families to earn a 2-5 Star Rated License.

Pathway #1

Program Assessment

Pathway #2

Classroom and Instructional Quality

Pathway #3

Accreditation & Head Start



Pathway #3 Accreditation



3 Star

- ❖ National Association for Family Child Care (NAFCC)
- ❖ National Early Childhood Program Accreditation (NECPA)
- ❖ American Montessori Society (AMS)
- ❖ International Montessori Council (IMC)

Includes accreditations with program requirements that are comparable to QRIS program standards. Education requirements for these accreditations vary, resulting in the need for evaluation of education levels to equitably earn a higher star rating.



5 Star

- ❖ National Association for the Education of Young Children (NAEYC)
- ❖ National Accreditation Commission for Early Care and Education Programs (NAC)
- ❖ COGNIA (formerly AdvanceED)

Includes accreditations with program and education requirements that are comparable to QRIS standards.

Additional Accreditation Information

- ❖ All accreditations noted for use in QRIS have program standards that are comparable to or exceed QRIS program standards.
- ❖ Accredited facilities will not be required to implement additional program standards including curriculum, program assessment, CQI or Family and Community Engagement.
- ❖ Accredited facilities will be required to implement enhanced ratio requirements, unless accreditation standards are more stringent.
- ❖ For an accreditation that results in a direct pathway to 3 Stars, only the education of staff members is required to be evaluated to earn a 4- or 5-Star license.

Accreditation Pathway Rationale and Statutory Authority

- ❖ Session Law 2023-40 requires the use of seven (7) national early childhood education accreditations as an alternative pathway to earn a star rating equivalent to each accreditation's standards. All required accreditations have been included in this pathway.
- ❖ DCDEE will continue to monitor accredited facilities for compliance with minimum licensing requirements, for compliance with monitoring notes identified by the Subcommittee and to verify accreditation status.
- ❖ Statutory Authority: NCGS 110-85(3), 110-88, 110-88(7), 110-90(4) and SB 291

Pathway #3

Head Start and Early Head Start



5 Star

- ❖ Head Start performance standards are comparable to or exceed QRIS standards.
- ❖ Compliance with state, tribal and local licensing standards is required.
- ❖ Extensive federal requirements regarding monitoring, annual reporting and performance standard compliance.
- ❖ DCDEE will continue to monitor for compliance with minimum licensing requirements and to verify that the grantee agency is in good standing.
- ❖ Statutory Authority: NCGS 110-85(3), 110-88(7), 110-90(4) and SB 291.

Questions about Pathway #3?

System Overview

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	Program Assessment ↓	Classroom & Instructional Quality ↓	Accreditation ↓	
2 Star	All 2 Star Standards	All 2 Star Standards	NAFCC NECPA AMS IMC	NAEYC NAC COGNIA Head Start
3 Star	All 3 Star Standards	All 3 Star Standards		
4 Star	All 4 Star Standards	All 4 Star Standards	AND 4 Star Education Standards	
5 Star	All 5 Star Standards	All 5 Star Standards	AND 5 Star Education Standards	

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Revised Education Standards

General Requirements

All positions will be evaluated individually.

- **50% of Lead Teachers must meet desired star level. AND**
- **50% of other educators must meet desired star level.**

Educator means all classroom teaching staff and administrative positions, including education coordinators, curriculum specialists and any staff who have responsibility for planning, caregiving, mentoring or training.

To count as an educator meeting 50% of the education standards, an individual must meet the requirements of a position and work full-time. If the individual is a NC Pre-K educator or a School-Age educator, full-time means the hours the classroom is in operation.

FCCH Operator

2 Star

- ❖ CDA (active with no credit for prior learning) **OR**
- ❖ Completed 4 SH ECE/CD **OR**
- ❖ Completed FCC Credential or equivalent **OR**
- ❖ 3 years experience **AND** annual completion of 0.5 CEU specific to ages/needs of children in care **OR** successful completion of a competency evaluation

3 Star

- ❖ CDA (active with credit for prior learning) **OR**
- ❖ Completed FCC Credential or equivalent **AND** Completed 6 SH ECE/CD **OR**
- ❖ 5 years experience **AND** annual completion of 1.0 CEU specific to ages/needs of children in care **OR** successful completion of a competency evaluation

4 Star

- ❖ Completed FCC Credential or equivalent **AND** completed 12 SH ECE/CD **AND** 1 year experience **OR**
- ❖ Completed FCC Credential or equivalent **OR** 15 SH ECE/CD **AND** 1 year experience **OR**
- ❖ Completion of an Early Childhood Certificate **OR**
- ❖ 8 years experience **AND** annual completion of 1.5 CEU's specific to ages/needs of children in care **OR** successful completion of a competency evaluation

5 Star

- ❖ AAS in ECE/CD **AND** 18 months experience **OR**
- ❖ Completion of all required ECE coursework for an AAS degree an individual is enrolled in, without full completion of degree **AND** 3 years experience **OR**
- ❖ AAS in any major with 12 SH ECE/CD **AND** 2 years experience **OR**
- ❖ Completed FCC Credential or equivalent **AND** 18 SH ECE/CD **AND** 4 years experience

Administrator Centers with a School Age Program

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2 Star

- ❖ Level I Admin Credential **AND** 6 SH in ECE/CD **AND** 3 months licensed or unlicensed school age experience **OR** BSAC **AND** annual completion of 1.0 CEU in early childhood education and school age related topics. **OR**
- ❖ Level I Admin Credential **AND** 2 years ECE experience **OR** 1 year admin experience **AND** 3 months licensed or unlicensed school age experience **OR** BSAC.

3 Star

- ❖ Level I Admin Credential **AND** 12 SH in ECE/CD **AND** 1 year admin experience **OR** 6 months licensed or unlicensed school age experience **OR** BSAC **OR**
- ❖ Level I Admin Credential **AND** 6 SH in ECE/CD **AND** 3 years admin experience **AND** 6 months school age experience **OR** BSAC.

4 Star

- ❖ Level I Admin Credential **AND** 12 SH in ECE/CD **AND** be enrolled in a bachelor's or associate degree program **AND** 2 years ECE or administrative experience **OR** BSAC. **OR**
- ❖ Level II Admin Credential **AND** 2 years ECE experience **AND** 1 year licensed or unlicensed school age experience **OR** BSAC.

5 Star

- ❖ Level II Admin Credential **AND** 18 SH in ECE/CD **AND** be enrolled in a bachelor's degree program **AND** **EITHER** 4 years ECE experience **OR** 4 years admin experience **OR** 4 years of combined experience **AND** 2 years licensed or unlicensed school age experience **OR** BSAC. **OR**
- ❖ Level II Admin Credential **AND** 18 SH in ECE/CD **AND** be enrolled in a bachelor's degree program **AND** 4 years combination of ECE or administrative experience **AND** BSAC. **OR**
- ❖ Level III Admin Credential **AND** 3 years ECE experience **OR** 3 years admin experience **OR** 3 years of combined experience **AND** 1 year licensed or unlicensed school age experience **OR** BSAC.

Administrator School Age Only

2 Star

- ❖ Enrolled in required coursework for credential **AND** 18 months licensed or unlicensed school age experience. **OR**
- ❖ Level I Admin Credential **AND** 3 months licensed or unlicensed school age experience.

3 Star

- ❖ Level I Admin Credential **AND** 6 months licensed or unlicensed school age experience. **OR**
- ❖ Level I Admin Credential **AND** 3 months licensed or unlicensed school age experience **AND** BSAC.

4 Star

- ❖ Level I Admin Credential **AND** 3 years licensed or unlicensed school age experience. **OR**
- ❖ Level II Admin Credential **AND** 1 year licensed or unlicensed school age experience.

5 Star

- ❖ Level II Admin Credential **AND EITHER** 4 years ECE experience **OR** 4 years admin experience **OR** 4 years of combined experience **AND** 1 year licensed or unlicensed school age experience **AND** BSAC. **OR**
- ❖ Level III Admin Credential **AND** 1 year licensed or unlicensed school age experience **OR** BSAC

Lead Teacher

2 Star

- ❖ CDA (active with no credit for prior learning) **OR**
- ❖ Completed at least 3 SH ECE/CD **OR**
- ❖ 1 year experience **AND** annual completion of 0.5 CEU specific to ages/needs of children in care **OR** successful completion of a competency evaluation

3 Star

- ❖ CDA (active with credit for prior learning) **OR**
- ❖ Completed at least 9 SH ECE/CD **OR**
- ❖ Completed 3 SH of ECE/CD **AND** 3 years experience **OR**
- ❖ 3 years of experience **AND** annual completion of 1.0 CEU specific to ages/needs of children in care **OR** successful completion of a competency evaluation

4 Star

- ❖ Completed at least 12 SH ECE/CD **AND** 2 years experience **OR**
- ❖ Completion of an Early Childhood Certificate **OR**
- ❖ 5 years experience **AND** annual completion of 2.0 CEU's specific to ages/needs of children in care **OR** successful completion of a competency evaluation

5 Star

- ❖ AAS or higher in ECE/CD **AND** 1 year experience **OR**
- ❖ Completion of all required ECE coursework for the AAS degree program an individual is enrolled in, without full completion of the degree **AND** 1 year experience **OR**
- ❖ 60 SH toward Bachelor's degree with 12 SH ECE/CD **AND** 2 years experience **OR**
- ❖ AAS or higher in any major with 12 SH ECE/CD **AND** 2 years experience **OR**
- ❖ 10 years experience **AND** annual completion of 2.5 CEU's specific to ages/needs of children in care **AND** successful completion of a competency evaluation **AND** evidence of participation in coaching/mentoring based on results of the competency evaluation, training, and professional development plan, including CQI.

Teacher

2 Star

- ❖ Be enrolled in 3 SH in ECE/CD **OR**
- ❖ 1 year experience

3 Star

- ❖ Completed NC Early Childhood Credential or equivalent **OR**
- ❖ Completed 3 SH in ECE/CD **OR**
- ❖ 2 years experience **OR**
- ❖ 1 year experience **AND** annual completion of 0.5 CEU specific to ages/needs of children in care **OR** successful completion of a competency evaluation

4 Star

- ❖ Completed NC Early Childhood Credential or equivalent **AND** completed 3 SH ECE/CD **AND** 1 year experience **OR**
- ❖ 2 years experience **AND** annual completion of 1.0 CEU specific to ages/needs of children in care **OR** successful completion of a competency evaluation **OR**
- ❖ CDA (active with no credit for prior learning)

5 Star

- ❖ Completed NC Early Childhood Credential or equivalent **AND** completed 6 SH **AND** 2 years experience **OR**
- ❖ Completed NC Early Childhood Credential or equivalent **AND** completed 3 SH ECE/CD **AND** annual completion of 1.5 CEU's specific to ages/needs of children in care **AND** 2 years experience **OR**
- ❖ Completed NC Early Childhood Credential or equivalent **AND** annual completion of 1.5 CEU's specific to ages/needs of children in care **AND** successful completion of a competency evaluation **AND** 3 years experience **OR**
- ❖ CDA (active with credit for prior learning)

Quality Points of Distinction (QPD)

- ❖ Education
- ❖ Professional Development
- ❖ Longevity and Experience
- ❖ Staff Supports and Benefits
- ❖ Program Features
- ❖ Health & Wellness Opportunities
- ❖ Language Concentration
- ❖ Culinary Emphasis
- ❖ Ratios & Group Size/Enrollment Practices
- ❖ Supplemental Environments
- ❖ NC Breastfeeding-Friendly Child Care Designation Program
- ❖ MCCYN-PLUS

**May accompany any 2-5 Star Rated License.
Offers acknowledgement of strengths and specialties.
If choices are noted to earn a QPD, at least one requirement must be met.**

QPD: Education

- ❑ 75% of Teachers have an AAS or higher in ECE/CD
- ❑ 75% of Lead Teachers have a BA/BS or higher in ECE/CD
- ❑ All Lead Teachers have an AAS or higher in ECE/CD
- ❑ FCCH Operator has completed a BA/BS degree or higher in ECE/CD
- ❑ FCCH Operator has completed an AAS degree in ECE/CD and is enrolled in classes working toward a BA/BS degree in ECE/CD
- ❑ 75% of Teachers have a CDA
- ❑ Participation in TEACH or other on-going education program

QPD: Professional Development

- FCCH Operator completes 20 additional, ongoing training hours annually, in addition to training hours required for licensure level.
- Paid time for participating in Professional Development
- Paid costs of Professional Development
- Administrator or FCCH Operator has membership in professional or community organizations
- Facility pays for 50% of staff or more to have a membership in professional or community organization
- Trainer approved by DCDEE on staff within the facility and provides trainings to staff.
- FCCH operator is an approved trainer by DCDEE and provides trainings to community.
- Trainings are developed by facility, approved by DCDEE and provided to staff.
- Center or FCCH Operator allows practicum students that are not employed by the facility.

QPD: Longevity and Experience

- ❑ Administrator has at least 10 years of child care administrative work experience in a licensed facility.
- ❑ 75% of Lead Teachers and Teachers have at least 10 years of early childhood experience.
- ❑ All Lead Teachers and Teachers have at least 5 years of early childhood experience and have been employed by no more than 2 different employers.
- ❑ The facility has a combined turnover rate of 20% or less for the Administrator, Lead Teacher, and Teacher positions over the last 12 months.
- ❑ In stand-alone school age facilities, 75% of Group Leaders have at least 5 years of school age work experience and have been employed by no more than 2 employers.
- ❑ FCCH Operator has been in operation for at least 5 years with a compliance history score of 90% or higher.
- ❑ FCCH Operator has been in operation for at least 5 years with a 4- or 5-Star Rated License.

QPD: Staff Supports and Benefits

- Benefits package (Insurance, retirement, and leave)
- Paid planning time
- Bonuses
- Mental Health Supports

QPD: Program Features

- Use of an approved curriculum when not required for licensure level or pathway.
- Program assessment tools are used by Administrator or FCCH Operator for self-study, self-assessment and CQI when not required for licensure pathway.
- Use of an approved formative assessment when not required for licensure level or pathway.
- Facility implements all Family & Community Engagement Practices, not just those required for licensure level or pathway.
- Administrator or FCCH Operator participates in coaching/mentoring process when not required for licensure level or pathway.

QPD: Health & Wellness Opportunities

- Supports provided to families and staff regarding challenging behaviors.
- Facility has nurse on staff.
- Facility offers oral health education and opportunities.
- Supplemental programs offered or contracted with the facility to provide opportunities for growth in specialty areas such as tumbling, art, bookmobile, sports, dance, music, or yoga.
- Completed REACH Healthy Child Care recognition
- Completed Be Active Kids/Go NAPSACC Program
- Participation in Farm to Early Childhood Education

QPD: Language Concentration

- Children are routinely participating in use of languages other than English
- Language Immersion Program
- Bilingual Program

QPD: Culinary Emphasis

- FCCH Operator or Chef/Cook position exceeds requirements for training (Serve Safe/food handler course)
- Facility offers menus and serves foods that reflect cultural heritage of families enrolled
- Utilizes farm-to-table practices

QPD: Ratios & Group Size/ Enrollment Practices

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- Center voluntarily reduces ratios/groups sizes when not required for licensure level or pathway.
- FCCH Operator voluntarily reduces enrollment when not required for licensure level or pathway.

QPD: Stand-Alone Items

Supplemental Environments:

Supplemental areas are provided within a Center or FCCH. Supplemental areas may include gyms, active play areas, sensory focused environments, gardens, or naturalized outdoor play environments.

NC Breastfeeding-Friendly Child Care Designation Program:

<https://www.ncdhhs.gov/ncbfccdesignation>

Military Child Care in Your Neighborhood – PLUS Program:

<https://ncchildcare.ncdhhs.gov/Provider/Child-Care-Fee-Assistance-for-Military-Families>

Questions about Quality Point of Distinction?

Areas of On-going Work

Competency Evaluation

Within this initial phase of planning, competency evaluation is recommended as an option within education standards to demonstrate quality practices. During planning and rulemaking, more details will be developed regarding specific competencies, measurable standards, evidence of competencies and the process of conducting the competency evaluation. The Sub-Committee is collaborating with existing projects and reviewing research regarding national efforts regarding competency evaluation.

Coaching/Mentoring

For the Classroom and Instructional Quality Pathway, coaching/mentoring is a recommended option to ensure that curriculum, child observations, and formative assessments are implemented well and used to demonstrate quality practices. During planning and rulemaking, more details will be developed regarding qualifications for coaches/mentors and the structure of the coaching/mentoring process.

Areas of On-going Work (cont.)

Administrator Role

The Sub-Committee is continuing to develop standards that address the emphasis and role of an administrator within QRIS standards.

Program Coordinator and Group Leader Qualification for School Age Programs

The Sub-Committee is reviewing education standards for educators that serve school-age children.

Early Head Start Child Care Partnerships

Pathway requirements for this type of arrangement will be developed.

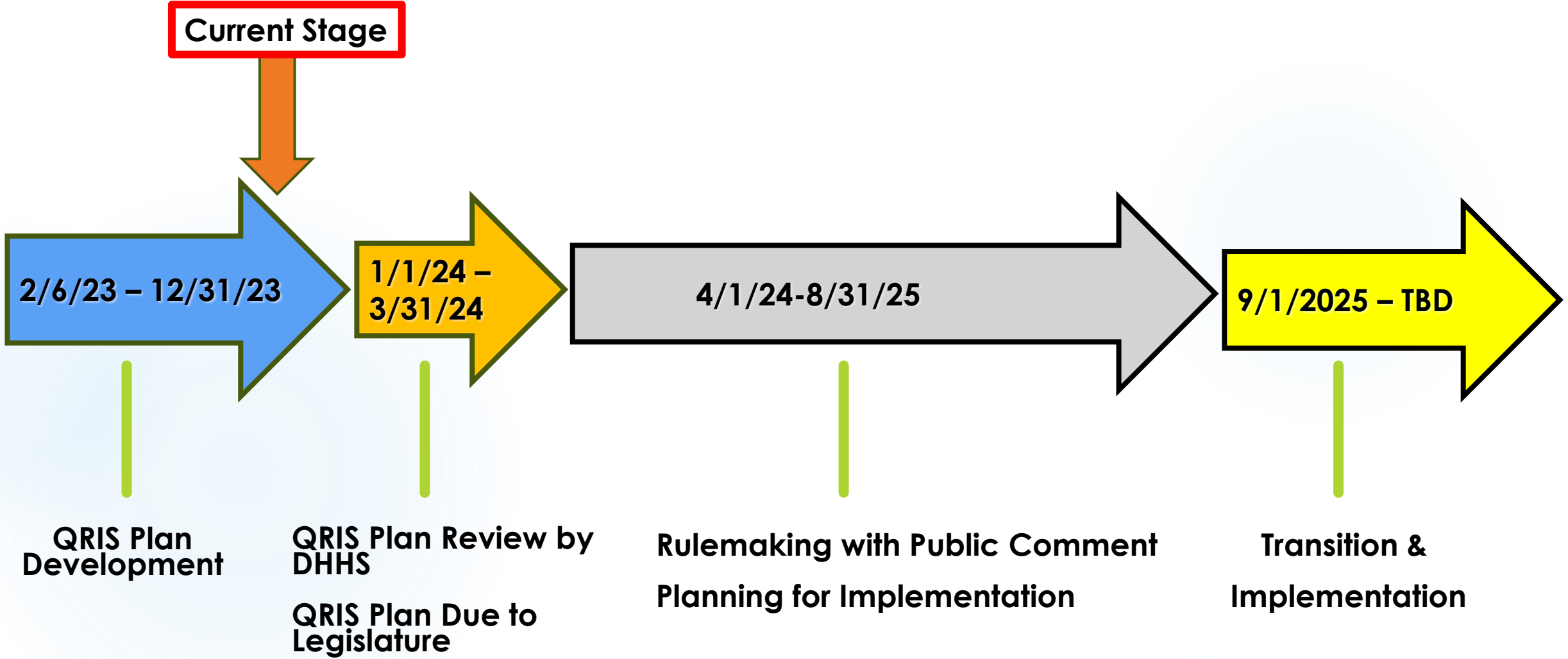
Planning and Rulemaking

Many detail-oriented questions have been received and reviewed by the Sub-Committee throughout all stages of the QRIS Modernization Project. Those questions will be used to guide draft rule language, establish processes and logistics, develop training/resources, and ensure a smooth transition to the new system.

QRIS Modernization Timeline

DRAFT

Current Stage





NCDHHS

Division of Child Development
and Early Education

DRAFT

Questions?

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