



# Maine Family Child Care Credential Information Packet



*This information packet was developed as a collaborative effort of Maine Roads to Quality Professional Development Network and the Early Childhood Division of the Department of Health and Human Services,*

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## Section 1: Purpose and History

In response to a nationwide movement to support the professional development of family child care practitioners, Maine Roads to Quality Professional Development Network (MRTQ PDN) has developed the Maine Family Child Care Credential. The specialized training and professional activities within this credential have been designed to support practitioners to deliver high-quality programming to children and families throughout Maine.

The Maine Family Child Care Credential will be offered in September of 2022 and was developed in partnership with MRTQ PDN and the Maine Department of Health and Human Services Office of Child and Family Services.

## Section 2: Overview of the Credential Process

The Maine Family Child Care Credential promotes early childhood workforce competence and focuses on the additional training and education practitioners need when caring for children of mixed ages. This section provides an overview of the components of the Maine Family Child Care Credential, including the requirements, application process, and available supports.

**1. The Maine Family Child Care Credential is based upon competencies in the following areas:**

- a. Child Development and Learning in Context
- b. Family-Provider Partnerships and Community Connections
- c. Child Observation, Documentation and Assessment
- d. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
- e. Knowledge, Application, and Integration of Content in the Curriculum
- f. Professionalism
- g. Health, Safety, and Nutrition
- h. Administration and Business Practices

**2. To earn the Maine Family Child Care Credential, Applicants must:**

- a. Meet the formal education, experience, and training requirements.
- b. Be a member of the Maine Roads to Quality Registry.
- c. Submit a completed application and payment of \$25 to MRTQ PDN.
- d. Submit a Portfolio that demonstrates the required competencies specific to working with ages and development of children enrolled within your program.
- e. Participate in a Maine Family Child Care Credential On-Site Observation.
- f. Distribute, collect, and submit Maine Family Child Care Family Surveys.

**3. Evaluation and credential decisions are based upon:**

- a. The applicant meeting all education, experience, and training requirements.
- b. Successful completion of the Portfolio.
- c. Satisfactory completion of the Maine Family Child Care Credential On-Site Observation.
- d. A return rate of 75%, with an 80% positive rating on the Maine Family Child Care Credential Family Surveys (see Section 6).

**4. Decisions on awarding the Maine Family Child Care Credential will be made by the MRTQ PDN Credential Review Team, with initial credentials being awarded for three years.**

- The Credential Review Team (CRT) meets on a quarterly basis to review applications. The schedule for review is:

<b>Application received by:</b>	<b>Reviewed during:</b>	<b>Applicant notified of CRT's decision:</b>
January 1 <sup>st</sup>	January	January 31 <sup>st</sup>
April 1 <sup>st</sup>	April	April 30 <sup>th</sup>
July 1 <sup>st</sup>	July	July 31 <sup>st</sup>
October 1 <sup>st</sup>	October	October 31 <sup>st</sup>

- Applicants with completed and approved materials will be contacted regarding an on-site observation.
- Applicants are given 60 days to revise any Portfolio entry that does not demonstrate competency or to submit missing materials.
- Credential decisions may be appealed. If awarding of a Maine Family Child Care Credential is denied, Applicants may submit an appeal in writing to MRTQ PDN.

**5. The Maine Family Child Care Credential must be renewed by documenting:**

- Completion of a 3.0 credit college course covering a topic related to ages and development of children you provide care for **OR** 45 contact hours of training in one or more of the above core competencies.
- Initial credentials must be renewed after three years; subsequent renewals will be required every five years.
- Complete information and the Maine Family Child Care Credential Renewal Application are available on the MRTQ PDN website.

**6. MRTQ PDN has the following supports available for practitioners:**

- Cohorts will be available for practitioners to join to receive support from a facilitator and peers; cohorts generally involve participation in monthly meetings (either via conference call, video conference, or face-to-face) and individualized assistance from the facilitator on completing the Portfolio and preparing for the On-Site Observation.
- On-site consultation is also available to practitioners pursuing the Maine Family Child Care Credential.

*More information about each of these steps is available in the applicable section of this information packet.*

## Section 3: Eligibility Requirements

Prior to applying for the Maine Family Child Care Credential, all applicants must provide evidence of completion of educational, training, and work experience requirements.

### Registry Membership

All applicants for the Maine Family Child Care Credential must be members of the Maine Roads to Quality Registry. Applications for Registry membership may be completed online at: <https://mrtq-registry.org> or practitioners can call MRTQ PDN at 1-888-900-0055. Review of an Applicant's Portfolio will be deferred until Registry membership can be confirmed.

All Applicants are required to have a clear background check.

### Educational Requirements

Applicants must have:

- A high school diploma/GED/HiSet

*Training requirements for family child care practitioners who have not previously earned a Maine Credential*

Within **five** years of the date of application, Applicants must have completed the following MRTQ PDN Core Knowledge trainings, equaling a minimum of 120 hours. If the following training has been used to attain another Maine Credential, see Appendix D for alternate options.

- *Getting Started in Family Child Care* (6 hours)
- *Foundations of Health, Wellness, and Safety* (18 hours)
- *Partners in Caring: Families and Caregivers* (15 hours)
- *Environments in Early Care and Education* (30 hours)
- *Strengthening Business Practice* (20 hours)
- *Your Professional Development Portfolio* (9 hours)

AND choose ONE of the trainings listed below that has not been used in another Maine Credential Pathway:

- *Infants and Toddlers: Maine Early Learning and Development Standards* (30 hours) **OR**
- *Maine Early Learning Development Standards* (30 hours), **OR**
- *Links to Learning* (45 hours)

Complete training descriptions are listed in Section 4 of this packet.

### *Work Experience Requirements*

Applicants must have:

- Documentation of at least 480 hours of experience working/volunteering with children within in the past 5 years.

*Alternative pathways for meeting eligibility requirements are considered by MRTQ PDN on an individual basis. Please see the Appendix D for a complete description.*

To help organize and track progress, use the following checklist that lists all the eligibility requirements for the Maine Family Child Care Credential. *This checklist is for your use and does not need to be included in your Portfolio.*

## Maine Family Child Care Credential Eligibility Requirements Checklist

Requirement	Date Completed
Maine Roads to Quality Registry membership	
Educational requirement: High school diploma/GED/HiSet	
Training requirements (see Appendix D for alternative options): <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Getting Started in Family Child Care</i></li> <li><input type="checkbox"/> <i>Your Professional Development Portfolio</i></li> <li><input type="checkbox"/> <i>Foundations of Health, Wellness, and Safety</i></li> <li><input type="checkbox"/> <i>Partners in Caring: Families and Caregivers</i></li> <li><input type="checkbox"/> <i>Environments in Early Care and Education</i></li> <li><input type="checkbox"/> <i>Strengthening Business Practices</i></li> </ul>	_____ _____ _____ _____ _____ _____
Choose ONE (see Appendix D for alternative options): <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Infants and Toddlers: Maine's Early Learning and Development Standards</i></li> <li><input type="checkbox"/> <i>Maine Early Learning and Development Standards</i></li> <li><input type="checkbox"/> <i>Links to Learning</i></li> </ul>	_____ _____ _____
<input type="checkbox"/> Document 480 hours of work with children within the past five years.	
<b>Notes/Questions/Reminders:</b>	



## Section 4: Training Descriptions

The Maine Family Child Care Credential requires a minimum of 120 hours of specific Maine Roads to Quality Professional Development Network Training. *Alternative options are listed in Appendix D.*

The required trainings for the Maine Family Child Care Credential are listed below in the *suggested sequence* for Applicants to follow. While it is understood that training schedules, practitioner schedules, and other factors may alter this path for some, this sequence is recommended for those who have not yet begun the training component of the Maine Family Child Care Credential. If you have previously earned a Maine Infant and Toddler Credential or Maine Youth Development Credential, please see Appendix D for alternate pathways.

### Required Trainings

#### *Getting Started in Family Child Care (6 hours)*

Introduces the aspects of opening a family child care business in the home. The training covers state certification procedures, health and safety practices, working with families, child development, community and professional resources, business practices, and professional development.

#### *Your Professional Development Portfolio (9 hours)*

This training gives an introduction to creating a professional portfolio for the individual – the what, why, and how. Participants will gain an understanding of how and why a portfolio promotes professionalism, and begin to develop their own portfolio, including a philosophy statement, résumé, and evidence that supports their competence as a professional. **(On-demand)**

#### *Foundations of Health, Wellness, and Safety (18 Hours)*

This course follows the content of *Caring for Our Children, 3rd edition* and *Stepping Stones to Caring for Our Children*. These publications include standards of care that typically exceed those associated with child care licensing. Throughout this training, participants are encouraged to compare Maine's licensing requirements and the standards of these two nationally endorsed publications with the policies and procedures in place at the program in which they work.

#### *Partners in Caring (15 hours)*

This training covers the importance of developing positive relationships with families and creating a family-friendly program.

#### *Environments in Early Care and Education (30 hours)*

This 30-hour training covers a wide range of topics with the objective of helping early care and education practitioners develop a deeper understanding of high-

quality environments for children. Every child care setting has its unique benefits and challenges – through this training participants will have opportunities to explore resources, share strategies and ideas, and consider ways to enhance and strengthen the environments in which they work and play with children.

#### *Strengthening Business Practice (20 hours)*

This 20-hour facilitated training is designed to strengthen practitioners' foundational knowledge of sound fiscal management and business operations. It will cover budgets, projections, and planning, financial reports and internal controls, marketing for child care programs, and staff recruitment and retention. The curriculum was developed by the National Center on Early Childhood Quality Assurance.

#### **Additional Required Training (Choose ONE of the following)**

##### *Infants and Toddlers: Maine's Early Learning and Development Standards (30 hours)*

This training is designed to guide providers through the history, creation, and use of this publication, which outlines learning and development from birth to age three. The modules focus on orienting practitioners to the document and to developing understanding relationships. **OR**

##### *Maine's Early Learning and Development Standards (30 hours)*

This training is designed to guide you in using the Maine's Early Learning and Development Standards (MELDS) document in your work with young children and their families on a daily basis. It is based on current research about early learning and development and is meant to encourage intentional planning, teaching and assessment. **OR**

##### *Links to Learning (45 hours)*

This training will provide tools for creating out-of-school time programs that effectively connect children's multiple worlds (home, school, after school, peers and community), building on the latest research and best practice on topics such as resiliency, homework support, and youth engagement. The curriculum is linked to the Maine Learning Results and the Common Core as a way to assist out-of-school time programs in Maine to engage children and youth in child-centered, hands-on learning.

*Training information, including the schedule and registration, can be found on MRTQ PDN's Statewide Online Training Calendar: <https://eecalendarmaine.org>.*

## Section 5: The Portfolio

Applicants for the Maine Family Child Care Credential will create an electronic portfolio to demonstrate their competence and reflect on their experiences completing the training for the credential. This evidence in the portfolio should be presented electronically. The Applicant may be asked to include multimedia components, such as typed, video, or audio recordings or photographs. Special permission is required if a paper Portfolio will be submitted. (Note: The creation and requirements for electronic portfolios are covered in the training *Your Professional Development Portfolio*.)

Please note:

- It is the **Applicant's** responsibility to SAVE and organize all relevant assignments from the required training! Especially for any online trainings, nothing is saved by the instructor or by MRTQ PDN – it is the Applicant's responsibility to keep and organize all work. It is recommended that Applicants save electronic versions of their work to facilitate updating of materials before adding them to the final Portfolio.
- All training and application materials for the Maine Family Child Care Credential should utilize respectful "person-first" language. (See the following resource for additional information about using "person-first" language: <https://www.ccdcle.org/files/assets/people-first-language-tip-sheet.pdf>)
- The Portfolio is a professional document and should be clear, legible, and with correct spelling and grammar. Remember to include citations for all relevant sources.
- Whenever utilizing information from another source, it is important to remember to include citations. Reflections and descriptions written in response to prompts for evidence in different Competency Areas must reflect the Applicant's own work and views. It is fine (and can be helpful in making a point) to include relevant information from reliable sources (websites, journals, books, etc.) but citations giving credit to the author(s) and/or source(s) must be included. For guidance on using citations, refer to the [Online Writing Lab at Purdue University for Research and Citation Resources](#).
- Children, families, and professionals should remain anonymous to maintain professional confidentiality. **If confidentiality is violated, evidence for that competency area will not be accepted and the Portfolio will be returned to the Applicant for correction.** Some options to maintain confidentiality are:
  - Changing the names of children, families and/ or professionals, or simply use only initials.

- Including a written permission form signed by the parents or guardians of any children shown in photographs or video.
- Including a written permission form signed by the individual professional shown in photographs or video.
- Using photos or videos that do not show a child's, parents and/ or professional's face, or using stickers to obscure their identity.
- Redacting (blacking out) a child, family and/ or professional's name or identifying information from any scanned text.
- For more information regarding confidentiality, Applicants can review the Growing Ideas Tipsheet – Confidentiality: Respecting the Privacy of All Families, included in Appendix B.

## Portfolio Composition

An Applicant's Portfolio should be divided into two sections: Introduction and Competency Areas. The sections are outlined below.

### *Section 1: The Introduction*

All Portfolios must include:

- A. The Applicant's Personal Philosophy Statement describing their approach to creating and maintaining a developmentally appropriate, safe, and nurturing Family Child Care program. (Maximum of one page)
- B. The Applicant's résumé (maximum of two pages)
- C. The Applicant's MRTQ PDN Professional Development Profile

### *Section 2: Competency Areas*

In this section the Applicant will present evidence of competency in each of the competency areas. The outline below should guide the writing and presentation of this section. To complete your portfolio competency assignments, you may consider submitting typed, audio, or video evidence unless there is a specific request for a typed document or written response. At times you may want to submit staff and family handbooks as evidence in some assignments. Please cite where specific information is located within a particular document with page numbers. Include any additional reasoning that is relevant or will aid in providing evidence of meeting the competency area.

Competency Area	Indicator of Best Practice	Evidence for Portfolio
<b>A. Child Growth and Development</b>	<p>A.1: Understands the developmental period of childhood from birth through age twelve across physical, cognitive, social, and emotional, and linguistic domains including bilingual/multilingual development.</p> <p>A.2: Uses knowledge about each individual child's unique characteristics including developmental levels, learning styles, background experiences, culture, strengths, challenges, and approaches to learning when planning daily routines and activities.</p> <p>A.3: Identifies critical aspects of brain development including executive function, how children learn, motivation, and life skills.</p> <p>A.4: Engages in responsive, reciprocal relationships with babies, toddlers,</p>	<p>1) Develop a competency statement of at least 500 words to describe how you use your knowledge of child growth and development to plan your curriculum, routines, and learning activities. To prompt your thinking consider these indicators of best practice. (NOTE: these questions are for guidance only. Each question does not have to be answered in your statement).</p> <ul style="list-style-type: none"> <li>• How do you include the core developmentally appropriate practice (DAP) principle of age appropriateness when your setting includes children of varying ages?</li> <li>• What information about early brain development do you consider when planning?</li> <li>• Individualizing to meet the unique strengths and needs of each child within group care is another DAP core principle, how do you include this component in your planning?</li> </ul> <p>Remember you can Include a typed, audio or video reflection explaining what you do and why you do it.</p> <p>2) Provide an example of how you share information about child growth and development with families. One example might be an article on early brain development in your latest family newsletter.</p> <p>3) Design or provide an activity/lesson plan. The</p>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	preschoolers, and school age children / youth.	<p>lesson plan should incorporate <i>at least two</i> of the developmental domains. Include the following as part of your activity/ lesson plan. See Appendix G for a sample lesson plan template.</p> <ul style="list-style-type: none"> <li>• A description of the activity and how it aligns with the selected domains,</li> <li>• Ages of the children, how you will individualize to include the varied ages, abilities, languages, etc. of the children in your program.</li> </ul> <p>4) Share how your program promotes responsive, reciprocal relationships with the children in your setting. Use the following questions to prompt your reflections and responses.</p> <ul style="list-style-type: none"> <li>• How do you ensure children feel cared about and respected and are committed to helping them achieve their full potential?</li> <li>• How does a setting that emphasizes responsive, reciprocal relationship-based caregiving look like, sound like, and feel like?</li> <li>• Provide two examples how you provide alternative ways for each child to share their ideas/engage if conventional methods are difficult for them.</li> </ul>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
<b>B. Family–Provider Partnerships and Community Connections.</b>	<p>B.1: Understands that successful early childhood education depends upon family child care practitioners' partnerships with the families of the children they serve.</p> <p>B.2: Collaborates with families as equal partners in their children's development and learning through respectful, reciprocal relationships and engagement.</p> <p>B.3: Applies information about families' strengths, talents, culture, preferences, experiences, and expectations about child rearing practices and involves them when making decisions about their child's development and care.</p> <p>B.4: Responds to families expressed interests, challenges, and needs with information about community and cultural</p>	<p>1) Submit your Program's Family and Staff Handbook and Partnership policies and practices <i>and</i> include a typed (minimum of 500 words), audio or video reflection explaining how your program ensures that families are an authentic part of all aspects of your program. If your handbook(s) or partnership policy, describes this please include this information in your response and cite where specific information is located?</p> <p>To prompt your thinking consider these indicators of best practice. (NOTE: these questions are for guidance only. Each question does not have to be answered in your statement).</p> <ul style="list-style-type: none"> <li>• Describe why partnering with families is important and what you do to create and maintain Family-Provider partnerships.</li> <li>• What important principles, values or resources guide you in your approach to developing an equal partnership with families?</li> <li>• What experience or experiences have you had with families that helped you develop the strategies you use to build and maintain strong collaborative relationships with families?</li> <li>• How do you use the information you learn from individual families about their child's interest, strengths and needs and the families' preferences and expectations about child</li> </ul>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	resources, services, and events.	<p>rearing practices when making decisions about the care and education you provide?</p> <ul style="list-style-type: none"> <li>• What supports or resources do you use if there are situations that challenge your relationship with a family?</li> </ul> <p>(Note: If you are not the business owner, describe the current program practice and what changes you would make if you operated your own family child care business.)</p> <ol style="list-style-type: none"> <li>2) Submit at least three examples of the variety of methods you use to create a regular, frequent, two-way communication with the families that considers their unique backgrounds and experiences.</li> <li>3) Create or share a written family questionnaire for gathering information from families, prior to and/or during their child's enrollment.</li> <li>4) Identify one to three resources (agencies, organizations, programs, services) that you could go to for additional support for your program or the families you serve.</li> <li>5) Provide an example (typed, audio, video, visual display) of a successful family engagement activity and demonstrates how you welcome and create a sense of belonging for all families.</li> </ol>



Competency Area	Indicator of Best Practice	Evidence for Portfolio
<b>C. Child Observation, Documentation, and Assessment</b>	<p>C.1: Understands the importance of using assessments to both support individual children's development and learning and to plan and/ or modify the environment, curriculum, and teaching.</p> <p>C.2: Uses assessments that are developmentally, culturally, and linguistically appropriate (non-biased items) for the children being assessed and the purpose of the assessment.</p> <p>C.3: Uses a variety of formats to document assessment results to learn about each child, plan for a child's current and future learning and communicate with families in a family friendly way without jargon.</p> <p>C.4: Partners with families and when appropriate, other professionals to gather additional assessment information to develop</p>	<p>1) Review the documents you have related to this area of practice, these might include your staff and/or family handbooks, assessment policy and/procedures and forms, enrollment policies, curriculum plans, or other materials. As you do this, think about your own practices and what you do to track each child's development over a broad range of developmental domains? Complete the QIT Assessment of Child Growth and Development Checklist handout in Appendix I. Reflect on how your practices compare to what is on the checklist. Submit your completed checklist, and a brief reflection about what you learned using the guiding questions below:</p> <ul style="list-style-type: none"> <li>• What did you learn about your current assessment practices?</li> <li>• What do you have in place that matches what you reviewed in the checklist?</li> <li>• What did you discover that you want to put into place to enhance what you are already doing in this area?</li> <li>• What resources or information will you need to help you in this area?</li> </ul> <p>Please remember you can type, audio or video your response.</p>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	<p>individualized goals, curriculum plans, and teaching practices that meet the needs of each child.</p> <p>C.5: Maintains confidentiality in conducting, documenting, storing, and sharing assessment information.</p>	<p>2) Submit a copy of your confidentiality policy or reference where this information is covered in your program materials you submitted.</p> <p>3) Submit a recently completed child assessment or observation that you used to share and gather information about a child with her/his family during a family conference. Remember to de-identify any information about the child and/ or family information of the child and submit a recent observation.</p>
<p><b>D. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b></p>	<p>D.1: Understands that positive, caring, supportive relationships and interactions are the foundation of family child care practitioners' work with all children.</p> <p>D.2: Uses teaching skills and strategies that are responsive to and appropriate for individual children's ages, development and that are characteristic of the social and cultural family context in which they live.</p>	<p>1) Submit a typed, audio or video reflection (500 word minimum) describing how you meet the indicators of best practice for this area in your program. Include any documents, such as staff and/or family handbooks, enrollment and/or guidance policies, curriculum plans, resources, or other materials you use to support your practice in this area.</p> <ul style="list-style-type: none"> <li>• How do you welcome and include all?</li> </ul> <p>2) Provide an example of how your program receives ongoing input from children and families and incorporates their voice in ongoing quality improvement efforts.</p> <p>3) <a href="#"><i>Rising Stars for ME Inclusive Practice Checklist</i></a> completed by the program with an attached</p>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	<p>D.3: Provides a secure, consistent, safe base from which children can explore, experiment, develop relationships and tackle challenging problems that support their development.</p> <p>D.4: Creates a welcoming environment that is predictable and organized with a selection of learning areas and developmentally appropriate, and culturally relevant equipment and materials that can be accessed by all children.</p> <p>D.5: Conducts informal child observation throughout various routines and activities in the day, records noted observations and uses this information to inform decisions about teaching strategies and curriculum implementation.</p> <p>D.6: Uses the principles of universal design for learning (UDL) to initially plan the</p>	<p>improvement plan based off the self-assessment results.</p> <ul style="list-style-type: none"> <li>• Through your reflections what did you learn about your current skills in this competency area?</li> <li>• What will do with this information and,</li> <li>• How will you do it?</li> </ul> <p>4) Take and submit a picture of one area of your environment/program, imagine you have no barriers or boundaries for improvements. Describe how you would create a more welcoming, predictable, organized environment that is developmentally and culturally appropriate.</p> <p>5) Share and describe a resource related to this competency area that has impacted your practice in a positive way.</p> <p><b><i>Evidence is also observed during the on-site observation and gathered from the Family Survey.</i></b></p>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	<p>environment and learning strategies to be flexible enough to accommodate the unique learning styles of a wide range of children.</p> <p>D.7: Uses positive guidance strategies for individual children and groups, such as supporting transitions between activities, modeling kindness and respect, providing clear rules and predictable routines, directing, and redirecting behavior, and scaffolding peer conflict resolution.</p>	
<b>E. Knowledge, Application, and Integration of Content in the Curriculum</b>	<p>E.1: Designs an engaging curriculum that supports children's learning in each content area and integrates this content into their play, projects, routines, and activities.</p> <p>E.2: Refers to early learning standards relevant to the state Infant/ Toddler Early Learning and Development Standards, (I/T MELDS)</p>	<p>1) Develop a competency statement of at least 500 words describing how you meet the indicators of best practice for this area in your program. Include any documents, such as staff and/or family handbooks, enrollment and/or guidance policies, curriculum plans, resources, or other materials you use to support your practice in this area. (NOTE: these questions are for guidance only. Each question does not have to be answered in your statement).</p> <ul style="list-style-type: none"> <li>• How does curriculum happen in your program?</li> </ul>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	<p>Maine Early Learning and Development Standards, (MELDS) and/or to the early learning setting to continuously update and expand their own knowledge and skills for curriculum development and the selection of materials for children.</p> <p>E.3: Recognizes that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn.</p> <p>E.4: Adopts or designs a curriculum that counters biases and stereotypes, respects child and family identity, fosters children's interests in the content areas and facilitates individual and group learning.</p>	<ul style="list-style-type: none"> <li>Do you use a purchased curriculum or one that you've designed?</li> <li>Describe your planning process.</li> </ul> <p>2) Family/staff handbook policies discussing use of developmentally appropriate learning curriculum (Please include page numbers to locate the evidence within staff and family handbooks.)</p> <p>3) Evidence of how curriculum is culturally, linguistically, and developmentally appropriate (lesson plans, photos, newsletters, incorporation of children's home language, etc.).</p> <p>4) One week of lesson plans that reflect inclusive practices and show accommodations to meet children's individual needs, group's needs (equipment, environment materials, communication tools, visual supports, room arrangement, etc.) and that show alignment and connection to IT MELDS, MELDS. If more guidance is needed, see Appendix (#) for a sample lesson plan.</p> <p>5) Lesson plans that reflect inclusion in classroom practices and show evidence of children and families' individual identities.</p> <p><b><i>Evidence is also observed during the on-site observation and gathered from the Family Survey.</i></b></p>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
<b>F. Professionalism</b>	<p>F.1: Engages with the profession by participating in local, regional, national <u>group</u> activities and professional organizations.</p> <p>F.2: Practices within ethical and legal policies and procedures.</p> <p>F.3: Adheres to standards of ethical conduct in working with children, families, and professionals, paying particular attention to issues of confidentiality.</p> <p>F.4: Follows relevant federal and state laws protecting the rights of young children including children with developmental delays or disabilities, such as the federal Americans with Disabilities Act (ADA), Section 504, and Individuals with Disabilities Education Act (IDEA).</p> <p>F.5: Seeks opportunities to reflect on and learn about</p>	<p>1) There is a saying that <i>"Professionalism is not the job you do, it's how you do the job."</i> Submit a typed, audio or video reflection (500 word minimum) describing the characteristics and/or qualities of a professional family child care provider. To prompt your thinking consider the following questions: (Note: these questions are for guidance only. Each question does not have to be answered in your statement. If there is information that refers to professionalism within any of your documents such as your family or staff handbooks or policies, please include and indicate the specific document and page number.</p> <ul style="list-style-type: none"> <li>• What would you expect from a person who is called a family child care professional?</li> <li>• What do you or other family child care practitioners you know do that characterize you as a professional?</li> <li>• What values guide you in this work?</li> <li>• What words come to mind that describe a professional?</li> </ul> <p>2) Describe the key elements of the <i>NAEYC Code of Ethical Conduct and Statement of Commitment</i>.</p> <ul style="list-style-type: none"> <li>• Share how you have used or might use this code to help you when faced with a challenging situation.</li> </ul>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	<p>how their own social and cultural contexts and implicit biases may influence their practice and equity in their family child care settings as they strive to apply new knowledge about strengths-based, culturally, and linguistically responsive family engagement.</p> <p>F.6: Takes responsibility for their own well-being and has strategies to manage the physical, emotional, and mental stress inherent in their profession in order to be healthy and to engage effectively and empathetically with children and families.</p> <p>F.7: Uses and continuously updates their knowledge of early childhood assessment practices, curriculum frameworks, developmental, academic content knowledge, and related pedagogy to plan and</p>	<p>3) Provide a tool, resource, or a procedure that you use, refer to or follow that demonstrates your adherence to relevant laws protecting the rights of children with developmental delays or disabilities. (If this is part of your staff or family handbook, please reference the specific document and page number that addresses this information.)</p> <p>4) There are a variety of ways to maintain, extend and stay current in your knowledge and skills related to developmentally appropriate, culturally, and linguistically responsive early care and education practices. As you review your current MRTQ PDN Professional Development Profile and reflect on the professional development you engaged in, share an example of a professional development activity that made the most impact in your practice. <b>Include</b> the following in your response:</p> <ul style="list-style-type: none"> <li>• A brief description of the event, training, Community of Practice topic, or other activity.</li> <li>• Why you chose this example.</li> <li>• The impact this had/ has on your work with children and/ or families or other professionals.</li> <li>• Four to five sentences to describe what you learned about this experience and how you have applied the knowledge gained</li> </ul>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	ensure equitable access to inclusive environments.	<p>5) Complete <b>Activity 1.4 Self-Assessment Tool: Self-Care</b> on pages 10-11 in the "What About You" Self-Care Reflection Workbook.  <a href="http://508.center4si.com/SelfCareforCareGivers.pdf">http://508.center4si.com/SelfCareforCareGivers.pdf</a></p> <p>Review the discussion questions at the end and think about your areas of strengths. Identify three methods you use to manage your stress level and keep a healthy attitude toward your work with children, youth, and families and describe areas you will work to improve on. When you completed the self-assessment were there areas that you would like to focus on to enhance what you are already doing? If so, please share what area you would like to change or improve?</p> <p><b><i>Evidence is also observed during the on-site observation and gathered from the Family Survey.</i></b></p>
<b>G. Health, Safety, and Nutrition.</b>	<p>G.1: Understands and follows licensing regulations regarding health and safety.</p> <p>G.2: Has written policies and procedures that outline what health and safety information is to be collected from each family and ensures that all staff</p>	<p>1) Submit a typed, audio or video reflection (500 word minimum) describing how you meet the indicators of best practice for this area in your program. Include any documents, such as staff and/or family handbooks, enrollment and/or guidance policies, curriculum plans, resources, or other materials you use to support your practice in this area. Include how you and your program abide by the State of Maine licensing regulations for</p>



Competency Area	Indicator of Best Practice	Evidence for Portfolio
	<p>members have been oriented in understanding a child's special health care needs.</p> <p>G.3: Develops procedures for daily health and safety checks of indoor and outdoor environments to ensure the safety of all children.</p> <p>G.4: Promotes good health and provides an environment that contributes to the prevention of illness and accidents through appropriate/active supervision.</p> <p>G.5: Practices, models, and assists children in appropriate hygienic techniques, including handwashing, tooth brushing, sanitizing, and cleanliness of the environment.</p>	<p>health and safety, including your process for daily health and safety checks of the environment and how you promote good health and accident/illness prevention through policy, practice, appropriate, and active supervision. Describe how you protect children and youth from illnesses through handwashing, sanitization, and cleanliness of the environment and healthy nutrition.</p> <p>2) Provide an example of an activity/lesson plan related to health, safety, and/or wellness that you have implemented with the children in your program.</p> <p>3) Create or share a family communication containing basic health information regarding a common illness in children.</p> <p>4) Complete the "Family Child Care ~ Health and Safety Checklist" (located in Appendix H). Identify two areas where your program can improve plus action steps to see the change process through.</p> <ul style="list-style-type: none"> <li>• Through your reflections what else did you learn about your current skills in this competency area.</li> <li>• What will do with this information and,</li> <li>• How will you do it?</li> </ul>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	<p>G.6: Understands common health and wellness issues of infants, toddlers, preschoolers, and youth and integrates activities related to nutrition and physical fitness into curricular areas.</p> <p>G.7: Develops a collection of available resources on mental health, nutrition, health, and safety that are responsive to different cultures, abilities and languages and can be shared with staff and families.</p>	<p>5) Name and describe the health and safety resources you use and how you use them to support your children, families and program's growth and development?</p> <p>If you would like additional resources on the above competency or topic areas please visit <a href="#">Maine Health Let's Go</a> or <a href="#">Go NAPSACC</a> websites for more information and resources.</p> <p><b><i>Evidence is also observed during the on-site observation and gathered from the Family Survey.</i></b></p>
<b>H. Administration and Business Practices</b>	<p>H.1: Follows effective business plans to apply professional standards in business ethics, legal and regulatory oversight, and administrative management.</p> <p>H.2: Maintains a system of financial business planning practices for tracking and monitoring income and expenses based on</p>	<p>1) Submit a typed, audio or video reflection (500 word minimum) describing how you meet the indicators of best practice for this area in your program. Include how you organize and manage time and materials to keep up on regulatory and other requirements necessary for your business. Explain your process, procedures, and ongoing plans for revising family care agreements/ staff handbooks.</p> <p>2) Submit your inclusionary practices for children with disabilities policy include what you used to guide you as you developed this policy. Who</p>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	<p>enrollment and operating expenses.</p> <p>H.3: Creates a formal statement (philosophy/mission) that describes their values and beliefs and the unique aspects of their program and guides the development of policies and all aspects of your program's operation.</p> <p>H.4: Creates, implements, and revises program administration and business practices, policies and procedures that support varied literacy levels, abilities, family culture and home language.</p> <p>H.5: Follows legal, ethical, and best practice standards, including when technology is used for administrative and business practices, within the program for assessment and learning and/ or when</p>	<p>helped you develop or review it and how you have used it in your practice?</p> <p>3) The Maine Family Child Care Rule includes a section called the Rights of Children and Family. In this section #8 says, Children with disabilities have the right to reasonable modifications to provider policies and practices. Describe what that means to you and how you meet this. What kinds of reasonable modifications to your policies or practices have you or would you do to ensure that your program is meeting this correctly?</p> <p>4) Submit evidence of your program practices that ensure policies and procedures follow federal, state, and local laws and are implemented consistently and uniformly</p> <ul style="list-style-type: none"> <li>• Explain how you manage your time and efforts to meet requirements.</li> <li>• Explain the tools and process you use to reflect on how your program is doing and how it could be improved.</li> </ul> <p>5) Describe your method for evaluating your program's organizational structure and practice to ensure alignment to its vision and mission and the needs of the children, families and communities served.</p> <p>6) Submit your system of business planning practices</p>

Competency Area	Indicator of Best Practice	Evidence for Portfolio
	communicating with families and other professionals.	<p>related to tracking and monitoring income and expenses, including income goals, benefits, and retirement.</p> <ul style="list-style-type: none"> <li>If you do not have one, create one or use the sample on page 20 of the following resource.  <a href="https://www.childcareaware.org/wp-content/uploads/2018/11/FCC-Resources.pdf">https://www.childcareaware.org/wp-content/uploads/2018/11/FCC-Resources.pdf</a> </li> </ul>

Maine Family Child Care Credential Portfolio Checklist	
Component	Date Completed
<b>Section 1: Introduction</b>	
Personal Philosophy Statement	
Résumé	
Professional Development Profile	
<b>Section 2: Competency Areas and Evidence</b>	
<b>A. Child Development and Learning in Context</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement.</li> <li><input type="checkbox"/> An example of how you share information about child growth and development with families</li> <li><input type="checkbox"/> An activity/lesson plan. The lesson plan should incorporate at least two of the developmental domains.</li> <li><input type="checkbox"/> Describe how your program promotes responsive, reciprocal relationships with the children in your setting.</li> </ul>	
<b>B. Family-Provider Partnerships and Community Connections</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement.</li> <li><input type="checkbox"/> Your family/staff handbooks cite where to find information you are describing in your competency statement.</li> <li><input type="checkbox"/> At least three examples of the variety of methods you use to create a regular, frequent, two-way communication with the families that considers their unique backgrounds and experiences.</li> <li><input type="checkbox"/> A written family questionnaire gathering information from families, prior to and/or during their child's enrollment.</li> <li><input type="checkbox"/> One to three resources (agencies, organizations, programs, services) that you could go to for additional support for your program or the families you serve.</li> <li><input type="checkbox"/> An example (typed, audio, video, visual display) of a successful family engagement activity and demonstrates how you welcome and create a sense of belonging for all families.</li> </ul>	
<b>C. Child Observation, Documentation, and Assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> A completed Quality Improvement (QIT) Checklist, reflection, and plan.</li> <li><input type="checkbox"/> Reflection of practice activity.</li> </ul>	

Maine Family Child Care Credential Portfolio Checklist	
<input type="checkbox"/> Improvement plan based on QIT Checklist/reflection. <input type="checkbox"/> Your confidentiality policy or reference where this information is covered in your program materials you submitted. <input type="checkbox"/> A recently completed child assessment or observation de-identifying the child and family that you used to share and gather information during a family conference.	
<b>D. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b>  <input type="checkbox"/> Competency statement. <input type="checkbox"/> An example how your program receives ongoing input from children and families and incorporates their voice in ongoing quality improvement efforts. <input type="checkbox"/> A completed self-assessment <i>Rising Stars for ME Inclusive Practices Checklist</i> , reflection, and plan. <input type="checkbox"/> Completed <i>Rising Stars for ME Inclusive Practices Checklist</i> . <input type="checkbox"/> Reflection of practice activity. <input type="checkbox"/> Improvement plan based on <i>Rising Stars for ME Inclusive Practices Checklist</i> /reflection. <input type="checkbox"/> A picture of one area of your environment/program; imagine you have no barriers or boundaries for improvements and describe how you would create a more welcoming, predictable, organized environment that is developmentally and culturally appropriate. <input type="checkbox"/> Describe a resource related to this competency area that has impacted your practice in a positive way.	
<b>E. Systems Knowledge, Application, and Integration of Content in the Curriculum</b>  <input type="checkbox"/> Competency statement <input type="checkbox"/> Your family/staff handbooks, citing where to find information and policies discussing use of developmentally appropriate learning curriculum. <input type="checkbox"/> Evidence of how curriculum is culturally, linguistically, and developmentally appropriate. <input type="checkbox"/> One week of lesson plans that show accommodations to meet children's individual needs, group's needs (equipment, environment materials, communication tools, visual supports, etc.), and that show alignment and connection to the corresponding IT MELDS and/or MELDS.	

Maine Family Child Care Credential Portfolio Checklist	
<input type="checkbox"/> A lesson plan that reflects inclusion in classroom practices and shows evidence of children and families' individual identities.	
<b>F. Professionalism</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement</li> <li><input type="checkbox"/> Description of key elements of the <i>NAEYC Code of Ethical Conduct and Statement of Commitment</i> plus example and explanation of example.</li> <li><input type="checkbox"/> Evidence of professional growth activities on your MRTQ Registry Professional Development Profile.</li> <li><input type="checkbox"/> The "What About You" Self-Care Self-Assessment.</li> <li><input type="checkbox"/> Reflection of positive health practices.</li> <li><input type="checkbox"/> Areas identified for improvement.</li> </ul>	
<b>G. Health, Safety, and Nutrition</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement.</li> <li><input type="checkbox"/> An activity/lesson plan related to health, safety, and/or wellness that you have implemented with the children in your program.</li> <li><input type="checkbox"/> A family communication containing basic health information regarding a common illness in children.</li> <li><input type="checkbox"/> A completed "Family Child Care Health and Safety Checklist" (located in Appendix H):             <ul style="list-style-type: none"> <li>▪ Identify two areas where your program can improve</li> <li>▪ Submit action steps to see the change process through.</li> </ul> </li> <li><input type="checkbox"/> The health and safety resources you use and how you use them to support your children, families and program's growth and development.</li> </ul>	
<b>H. Administration and Business Practices</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement.</li> <li><input type="checkbox"/> Describe your inclusionary practices for children with disabilities policy.             <ul style="list-style-type: none"> <li>▪ Include what you used to guide you as you developed this policy.</li> <li>▪ Who helped you develop or review it and how have you used it in your practice?</li> </ul> </li> <li><input type="checkbox"/> Describe the kinds of reasonable modifications to your policies or practices you have or would use to ensure that your program is meeting the Rights of Children and Family in section #8 of The Maine Family Child Care Rule.</li> </ul>	

### Maine Family Child Care Credential Portfolio Checklist

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Description of your program practices that ensure policies and procedures follow federal, state, and local laws.</li><li><input type="checkbox"/> Describe your method for evaluating your program's organizational structure and practice to ensure alignment to its vision and mission and the needs of the children and families served.</li><li><input type="checkbox"/> Your system of business planning practices related to tracking and monitoring income and expenses, including income goals, benefits, and retirement. If you do not have one create one or use the sample on page 20 of the following resource.<br/><a href="https://www.childcareaware.org/wp-content/uploads/2018/11/FCC-Resources.pdf">https://www.childcareaware.org/wp-content/uploads/2018/11/FCC-Resources.pdf</a></li></ul> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Notes/Questions/Reminders:**



## Section 6: Family Survey

The Family Survey is a tool to help the Maine Family Child Care Credential Review Team determine that the Applicant has a good understanding of child development and offers care and education that is responsive and appropriate for the ages served.

Once the Applicant's Portfolio has been reviewed and determined to be complete, the Applicant will be sent the Family Survey Letter and the electronic Family Survey link to distribute in their program. The Family Survey link should be distributed to **all families** in the Applicant's care. Families with shared custody arrangements should complete a survey for each household.

The criteria for successful completion of the Family Survey are:

- At least a 75% return rate
- At least an 80% positive response

Completed surveys will submit directly to [mrtq.credentials@maine.edu](mailto:mrtq.credentials@maine.edu). (See Appendix F for more information).

## Section 7: Onsite Observation

Upon successful completion of the Portfolio, Applicants will schedule an on-site observation. Through the on-site observation, Applicants will show how they have integrated the knowledge gained through the Maine Family Child Care Credential process into their daily practice. The on-site observation will assess the Applicant's practice in each of the eight Competency Areas:

1. Child Growth and Development
2. Family–Provider Partnerships and Community Connections.
3. Child Observation, Documentation, and Assessment
4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
5. Knowledge, Application, and Integration of Content in the Curriculum
6. Professionalism
7. Health, Safety, and Nutrition
8. Administration and Business Practices

### Scheduling the On-Site Observation

MRTQ PDN assigns observers to conduct on-site observations. The assigned observer will contact the Applicant to arrange a mutually agreed upon date for the observation; the on-site observation must take place within three months of notification of successful Portfolio completion. (If there is a situation that does not allow for on-site observations, an interview on Zoom will be arranged.) After the observation, the assigned observer will meet with the Applicant to discuss the results of the observation.

*Please see Appendix E to review the entire Maine Family Child Care Credential On-Site Observation Guide.*

## Appendix A: Glossary of Terms

*Accreditation* – A process that identifies that an early childhood program has met a specific set of quality standards such as the Council on Accreditation (COA), the National Association for Family Child Care (NAFCC), or as defined by the National Association for the Education of Young Children (NAEYC).

*ADA* – Americans with Disabilities Act of 1990; a federal civil rights law designed to provide equal opportunity for qualified individuals with disabilities, including students

*Appeal Procedure* – The process by which an Applicant can respond to the decision of the Credential Review Team

*Applicant* – Any person in the process of meeting the requirements for any of the Maine Credentials

*Assessment* – A process of collecting and recording information through the use of multiple tools to gather data about current strengths, needs, and practices to determine the focus and goal for improvement and to measure progress over time.

*Best Practice* – Term used to describe any instructional technique, scientifically based practice, or method proven through research to be effective or valid.

*Child Care* – Comprehensive care and education of young children, usually outside their homes.

*Child Development Services* – Maine's system of early intervention and special education and early intervention service provision for children birth through the end of age five.

*Code of Ethics* – Core values of the field that provide guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work. (Examples: NAEYC Code of Ethical Conduct, Division of Early Childhood Code of Ethics, and International Coach Federation Code of Conduct.

*Coaching* – A relationship-based process led by an expert with specialized and adult learning and skills, who often serves in a different professional role than the recipient(s); coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting for an individual or group (Technical Assistance Competencies for Maine's Early Childhood Workforce, 2017)

*Cohort* – Group whose members share a significant experience at a certain period of time or have one or more similar characteristics; in this case, a group of professionals working towards a Maine Credential with guidance from a facilitator

*Cohort Application* – Application to be a member of a MRTQ PDN Credential Cohort, not to be confused with the application for a Maine Credential

*Community of Practice (CoP)* – As a form of peer-to-peer technical assistance, Communities of Practice emphasize increased dialogue among professionals about professional knowledge and practice, with ongoing reflection and active inquiry.

*Competency* – Measurable skills, knowledge, dispositions, and abilities that practitioners working with children and/or youth need to facilitate learning and development linked to relevant guidelines or standards

*Competency Area* – Label to organize the knowledge, skills, and dispositions (competencies) that collectively define an essential component of effective, high-quality professional practices

*Confidentiality* – A set of rules or a promise that limits access or places restrictions on certain types of information.

*Continuous Quality Improvement (CQI)* – A process in which programs use data to identify areas of needed improvement and achieve program goals, participant satisfaction, and positive outcomes

*Credential* – Documents certifying an individual has met a defined set of requirements established by the grantor of the credential; usually include knowledge and skills and may include demonstrations of competence through a portfolio

*Cultural Competency* – The ability to interact effectively with people of different cultures; ensures that the needs of all community members are addressed ([Cultural Competency Glossary](#))

*Developmentally Appropriate Practice* – Learning environment and teaching strategies that are based on current theories and research about how young children learn and develop and promote the optimum growth and development of children

*DHHS OCFS* – Maine's Department of Health and Human Services, Office of Child and Family Services

*Evaluation Tools* – Include surveys, questionnaires, focus groups; program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency

*Evidence-Based Practices* – Approaches and techniques supported by research findings and/or demonstrated to be effective through examination of and reflection on current and past practices

*Family-Centered Practices* – A way of working with families, both formally and informally, across service systems to enhance their capacity to care for and support their children. Family-centered practices treat families with dignity and respect; provide family members with information needed to make informed decisions and choices; actively involve families in obtaining resources and supports.

*Family Child Care Association of Maine, (FCCAM)* - An organization to unify, promote and strengthen quality professional family child care in the State of Maine. The goal of FCCAM is to achieve the highest standards in Maine's diverse legal family child care homes promoting the physical, intellectual, emotional, and social development of children by enhancing the quality of family child care, strengthening, and expanding the family child care network.

*Family Child Care Practitioner-* A person who provides child care in that person's home on a regular basis, for consideration, for 3 to 12 Children under 13 years of age who are not the Children of the Provider or who are not residing in the Provider's home.

*Family Engagement Activities* – Meaningful activities and experiences that demonstrate reciprocal relationships between families and early childhood and/or out-of-school time program staff on behalf of children's learning and development; effective family engagement activities are fully inclusive of all family members and reinforce learning in multiple settings

*Family Survey* – Tool to gather parent/family input about the Applicant's understanding and demonstration of the Competencies of the applicable Maine Credential

*IDEA* – Individuals with Disabilities Education Act; an education act to provide federal financial assistance to State and local education agencies to guarantee special education and related services to eligible children with disabilities

*Indicator of Best Practice* – An identified marker or benchmark that outlines methods that are based on theories and current research for effective practices that support optimal learning and development of children and youth

*Licensing* – Requirements or regulations necessary for a provider to legally operate child care services in a State or locality, including registration requirements established under State, local, or Tribal law.

*Mentoring* – A relationship-based process between colleagues of similar professional roles, with a more-experienced individual with adult learning knowledge and skill, the mentor, providing guidance and example to the less experienced protégé mentee; intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness (Technical Assistance Competencies for Maine's Early Childhood Workforce, 2017)

*MRTQ Core Knowledge Training* – Denotes a standardized set of curricula covering the following eight core knowledge areas:

1. Healthy, safe environments
2. Child development
3. Developmentally appropriate practice
4. Observation and assessment
5. Guidance
6. Relationships with families
7. Individual and cultural diversity
8. Business and professional development

Delivered by instructors with a Master's Degree in early childhood education (or a closely related field) who have taken additional training regarding teaching adult learners and offers a consistent body of knowledge regarding best practices in early childhood education and out-of-school time for both new and experienced practitioners

*MRTQ PDN* – Maine Roads to Quality Professional Development Network provides professional development services for early childhood and out-of-school time professionals throughout Maine

*MRTQ Registry* – The early childhood and out-of-school time professional recognition system for Maine; tracks work experience, training, and education

*NAEYC* – National Association for the Education of Young Children

*NAEYC Code of Ethics* – A professional Code of Ethics for Early Care and Education Professionals serving children birth to eight NAEYC Code of Ethics and Statement of Commitment

*Observation* – The intentional, systematic act of looking at the behavior of another individual in a particular setting, program, or situation.

*On-site Observer* – Trained early childhood and/or out-of-school time professional who visits an Applicant at their place of employment to assess mastery of Competencies written into the applicable Maine Credential.

*On-site Observation Tool* – Instrument designed to assess a professional's progress toward mastering the Competencies of the applicable Maine Credential

*Out-of-School Time Settings* – Any of an array of programs that provide children and youth with a range of supervised activities designed to encourage learning and development outside of the typical school day

*Peer-to-Peer Networks* foster the development of relationship-based learning and support communities among colleagues, often in like roles. Peer-to-peer TA is based on the premise that a significant expert knowledge base exists in the field

and that peers who have solved challenges on the ground have developed tools and strategies that can be shared with their colleagues.

*Person-First Language* – Typically used to depict a clear and positive image when discussing any/all people and represents more respectful and more accurate ways of communicating; people with disabilities are not their diagnoses or disabilities - they are people (e.g. a child with special needs is not a “special-needs child”) (Aleman 1991; Snow 2001)

*Portfolio* – A collection of work assembled in an approved format to demonstrate and document knowledge and skills; it is a vehicle for tracking development, assessing changes in philosophy, and sharing beliefs with others in a clear way

*Practitioner* – Individual who works directly with children to foster growth and development and partner with families for the purpose of early care, education and/or intervention. Settings in which practitioners work include homes, child care centers, family child care homes, Head Start and Early Head Start programs, family, friend and neighbor care settings, and early intervention professionals and home visitors.

*Professional Development* – Continuum of learning and support activities, including the provision of education, training, and technical assistance, in order to prepare and enhance the knowledge and skills of individuals who work with and on behalf of young children and their families, *as well as ongoing experiences to enhance this work.*

*Professional Development Plan* – Documents that provide a framework connecting various professional development experiences to each other and to the common core of knowledge and professional standards for early education professionals. Individual professional development plans are designed to create a holistic approach to building an early childhood professional's capacity and to ensure that individuals remain current regarding knowledge and practices in the field.

*Professional Development Systems* – Provide consistent and uniform standards for early childhood education (ECE) programs and guide implementation of high-quality services for all children. The systems are designed to work across all sectors of private and public early education and care. Comprehensive systems address many areas of requirements and standards.

*Professional Growth Activities* – The ten additional hours of professional growth activities, above and beyond the amount required by licensing based on the Staffing and Professional Development Standard at Steps 3 and 4 within *Quality for ME*

*Quality for ME*- Maine's four-step quality rating and improvement system, designed to increase awareness of the basic standards of early care and education, to recognize and support providers who are providing care exceeding those standards, and to educate the community of the benefits of higher quality care

*Quality Rating and Improvement System (QRIS)* – A QRIS is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. Similar to rating systems for restaurants and hotels, QRIS award quality ratings to early and school-age care and education programs that meet a set of defined program standards.

*Reflective Practice* – The process of thoughtfully considering one's thoughts, feelings, actions, and experiences when applying knowledge to practice

*Regulations* – Rules or orders issued by an executive authority or regulatory agency of a government and have the force of law.

*School-Age Child Care* – This designation applies to programs that operate as out-of-school-time programming for school age children.

*Stakeholder* – Includes funders, program staff, administrators, program participants, families or clients, community leaders, collaborating agencies, and others with a direct or even indirect interest in program effectiveness

*Training* – A learning experience or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills.

*University of Maine Center for Community Inclusion and Disability Studies (CCIDS)* – CCIDS is Maine's University Center for Excellence in Developmental Disabilities Education, Research and Service; has a statewide mission to build capacity and create systemic change consistent with the principles of inclusion, universal access, diversity, and social justice. The Center's work in the area of early care and education helps to expand Maine's capacity to support increased access and participation of children with developmental, linguistic, cultural and other diverse learning needs in quality inclusive early learning settings.



## Appendix B: Growing Ideas Tipsheet – Confidentiality: Respecting the Privacy of All Families



### Center for Community Inclusion and Disability Studies

#### GROWING IDEAS

#### **Confidentiality: Respecting the Privacy of All Families**

Care and education professionals routinely receive confidential information about children and families as part of their work. Maintaining confidentiality is important both legally and ethically.

What is confidentiality?

Confidentiality involves the treatment of information that an individual has shared in a relationship of trust. Confidential information might include personal details about the lives of children and families, and/or details such as names, addresses, phone numbers, birth dates, health, Individual Education Plans (IEP) and employment information.

What does it mean to maintain confidentiality?

- Conversations, written documents and information, including photos or media about a child or family should be kept private.
- No information about a child or family should be shared with anyone without the written consent of the child's family or legal guardian.

Please note: exceptions include mandated reporting of child abuse required by law, and health conditions when the public health department must be notified.

Why is maintaining confidentiality important?

- Maintaining confidentiality demonstrates respect, which can support the development of a trusting relationship needed for successful family partnerships.
- Confidentiality is a legal protection and assurance of families' right to privacy.
- Practicing confidentiality assures the safety of children and families. It creates and maintains a reputation of high quality standards for the professional and the child care program.

How can care and education professionals honor their legal and ethical obligation to maintain family privacy?

- Know laws, regulations, and guidelines on handling personal information.
- Do not give or receive records or other information about children or families without written permission from the parents or legal guardian.
- Understand that parental permission is voluntary and can be withdrawn at any time.
- Develop an internal program policy that guides information sharing among program staff, and with outside agencies and consultants.

What procedures should be in place?

- Develop a parental consent for release form that gives the provider permission to share specific information about a child, such as an IEP, medical records, and/or observations.
- Informed consent means that when parents/ guardians give consent to share information about their child, they understand why they are being asked to release these details, and the conditions that apply. Discuss parental consent for release forms carefully with parents/guardians.
- Program policies describe how child records are secured, such as in a locked cabinet, who can access them and under what circumstances they can be shared.

Discuss confidential information in private locations, not in open or shared spaces (hallways, staff rooms, parking lots) where conversations can be overheard.

Share policies regarding confidentiality practices.

- Review and distribute policies related to confidentiality during orientation for families and staff. Review with staff yearly, at least.
- If questions about family privacy arise, identify who in the program staff families should consult.

Disclaimer: This information is for broad educational purposes only. It is not and does not take the place of legal advice for any specific situation nor is it offered as such.

Where to learn more:

See "[Confidentiality: Respecting the Privacy of All Families — Learning Links](http://ccids.umaine.edu/resources/ec-growingideas/confidentll/)" online at <http://ccids.umaine.edu/resources/ec-growingideas/confidentll/>

*The University of Maine Center for Community Inclusion and Disability Studies gratefully acknowledges Helen M. Bailey, Esq., General Counsel, and Kristin Aiello, Esq., Staff Attorney, from the Disability Rights Center, Maine's federally-mandated protection and advocacy agency for individuals with developmental disabilities, for their technical assistance during the development of this tipsheet.*

## Appendix C: Application

### Section 1: Contact Information

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Email: \_\_\_\_\_

### Section 2: Application Requirements (please initial)

\_\_\_\_\_ I am a member of the Maine Roads to Quality Registry.

\_\_\_\_\_ I have met the educational requirement of having at least a high school diploma/GED/HiSet

\_\_\_\_\_ I have completed all of the following trainings:

- ☐ *Getting Started in Family Child Care* (6 hours)
- ☐ *Your Professional Development Portfolio* (9 hours)
- ☐ *Foundations of Health, Wellness, and Safety* (18 hours)
- ☐ *Partners in Caring: Families and Caregivers* (15 hours)
- ☐ *Environments in Early Care and Education* (30 hours)
- ☐ *Strengthening Business Practice* (18 hours)

\_\_\_\_\_ I have completed at least ONE of the following trainings:

- ☐ *Infant and Toddlers: Maine's Early Learning Development Standards* (30 hours)
- ☐ *Maine's Early Learning Development Standards* (30 hours)
- ☐ *Links to Learning* (45 hours)

**OR** ☐ I have completed an alternative education/training requirement, Option # \_\_\_\_\_ (see Appendix D for options)

\_\_\_\_\_ I have completed at least 480 hours of work or volunteer experience with young children and/or youth within the past five years.

\_\_\_\_\_ I have completed a Portfolio that confirms that I have met the educational requirements and demonstrates competency in each of the Competency Areas. **A link to my electronic Portfolio has been emailed to [mrtq.credentials@maine.edu](mailto:mrtq.credentials@maine.edu).**

\_\_\_\_\_ I am enclosing a check for \$25 made out to the University of Southern Maine.

***Application and check should be mailed to:***

Maine Roads to Quality Professional Development Network  
PO Box 9300  
Portland, ME 04104-9300

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix D: Alternative Options for Training/Education

The Maine Family Child Care Credential requires a minimum of 120 hours of specific Maine Roads to Quality Training as listed below. Applicants can choose an alternative option also listed below. All documentation of training and/or college coursework must be submitted to and verified by the Maine Roads to Quality Professional Development Network's Registry.

Option 1: For a practitioner working towards their FIRST MRTQ PDN Credential (including those who have an early childhood education or related degree):

**A minimum of 120 hours of training within five years, comprised of the following:**

1. *Getting Started in Family Child Care* (6 hours)
2. **AND** *Your Professional Development Portfolio* (9 hours)
3. **AND** *Foundations of Health, Wellness, and Safety* (18 hours)
4. **AND** *Partners in Caring: Families and Caregivers* (15 hours)
5. **AND** *Environments in Early Care and Education* (30 hours)
6. **AND** *Strengthening Business Practice* (18 hours)
7. **AND CHOOSE ONE of the following** *Infants and Toddlers: Maine's Early Learning and Development Standards* **OR** *Maine's Early Learning Development Standards* (30 hours) **OR** *Links to Learning* (45 hours)

Option 2: For a practitioner who has attained a Maine Credential (Infant Toddler, Youth Development, Director, or Inclusion):

**A minimum of 120 hours of training within the last five years, not used in another credential pathway and comprised by the following:**

1. *Strengthening Business Practice* (18 hours)
2. *Getting Started in Family Child Care* (6 Hours)
3. *Your Professional Development Portfolio* (9 hours)<sup>1</sup>
4. **Choose one or more from the following training. (The training chosen cannot have been used in a pathway with another Maine State Credential):**
  - *Infants and Toddlers: Maine's Early Learning and Development Standards (Bridge)*
  - *Maine's Early Learning Development Standards* (30 hours)
  - *Links to Learning* (45 hours)

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<sup>1</sup> Exception: If the practitioner has completed this training within five years as a requirement for another Maine Credential a waiver can be issued. The 120 trainings hours of training are required regardless of the waiver.

**AND Choose from the list below to earn a total minimum of 120 required hours and meeting a minimum of 12 hours in at least five of the core competencies.**

- *Creating Inclusive Youth Development Settings* (30 hours)
- *Environments in Early Care and Education* (30 hours)
- *Designing Early Learning: Curriculum and Assessment in Preschool* (30 hours)
- *Inclusive Child Care* (30 hours)
- *Working with School Aged Children and Youth* (30 hours)
- *Create Equitable Early Learning Communities* (20 hours)
- *Engaging in Professional Development with Adult Learners* (18 hours)
- *Introduction to Infant Mental Health* (18 hours)
- *Social and Emotional Learning Birth to Age 5* (18 hours)
- *Positive Supports and Challenging Behaviors* (15 hours)
- *Foundations of Peer-to-Peer Networks* (15 hours)
- *Collaborating with others to support Inclusion* (12 hours)
- *Foundations of Universal Design and Individualizing* (12 hours)
- *Stress Happens: Transforming Your Relationships to Stress* (6 hours)

Option 3: A third pathway is available to those family child care professionals who have achieved two of the following Maine Credentials: Infant and Toddler, Youth Development, or the Inclusion Credential.

**A minimum of 120 hours, of documented family child care related education/training within five years. The training must include at least 10 hours in each of the core competency areas for the family child care credential.**

- A. Child Development and Learning in Context
- B. Family-Provider Partnerships and Community Connections
- C. Child Observation, Documentation and Assessment
- D. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
- E. Knowledge, Application, and Integration of Content in the Curriculum
- F. Professionalism
- G. Health, Safety, and Nutrition
- H. Administration and Business Practices

**Additional training requirements and considerations:**

- The 120 hours of training must be comprised of a minimum of 4.0 CEUs (40 clock hours) dated within five years of application for the Maine Family Child Care Credential.

- The remaining training hours can be attained in the following ways:
  - Training or workshops of two hours or less (a maximum of 30 hours can be used with this option).
  - Classes, training, or workshops facilitated by the candidate (up to 20 contact hours, limited to one time per training topic).
  - Training from a recognized agency or organization proficient in child care provider education. Recognized training sources include but are not limited to Maine Roads to Quality Professional Development Network opportunities, family child care associations, early childhood programs such as Head Start, school districts, U.S. military services, state government child care agencies, colleges, universities, vocational and technical schools.

In addition, a template for documentation of training meeting core competency areas is provided and required with application.

Questions regarding training or distribution of hours can be sent to [mrtq.credentials@maine.edu](mailto:mrtq.credentials@maine.edu).

### Family Child Care Core Competency Training Log- (Option 3)

Date of Training	Training Name	# of hours	A. Child Develop...	B. Family-Provider Relation...	C. Child Observation ...	D. Develop-mentally, Culturally...	E. ...Content in the Curriculum	F. Profess...	G. Health, Safety, and Nutrition	H. Admin...

## Appendix E: Maine Family Child Care Credential On-Site Observation Tool

Applicant Name: \_\_\_\_\_ Program Name: \_\_\_\_\_

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Setting: ☐ Licensed Family Child Care Provider ☐ Other: \_\_\_\_\_

Number of children: \_\_\_\_ Infants (birth to 12 months) \_\_\_\_ Toddlers (12 to 36 months) \_\_\_\_ Preschoolers (3 to 5 years)  
\_\_\_\_ Kindergarteners \_\_\_\_ School Ageds (1<sup>st</sup> grade and up)

Is the Applicant multi-lingual? ☐ Yes ☐ No If yes, which languages are spoken in the program? \_\_\_\_\_

The ratings are defined as follows:

- Now – the Applicant is currently engaged in this practice and is confident in his or her knowledge and skill
- Not Yet – the Applicant is working toward making change in his or her practice
- Need Support – the Applicant is aware that change in practice is needed and identifies that additional support is necessary to implement the change.



Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
<b>Health, Safety, and Nutrition</b>					
Completes basic daily health and safety check of the environment for potential hazards.					Ask for a copy of the checklist. Observe or interview the Applicant regarding the procedures for the daily check (e.g. "When do you complete your daily check?" "How do you fit it into the day?" "What do you do when you find a hazard?")
Indoor and outdoor environments are free of hazards, including: <ul style="list-style-type: none"> <li>• No dangerous plants</li> <li>• Outlets are covered</li> <li>• No broken equipment, toys, or furnishings</li> <li>• No alcohol, nicotine products, drugs or medicines are accessible to children.</li> </ul>					Observe the program area. Interview the Applicant if the smoke free policy is not posted. <a href="#">Utilize the list of poisonous plants from Caring for Our Children.</a>

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
<p>Uses preventative measures for avoiding dangerous situations:</p> <ul style="list-style-type: none"> <li>• Children are always attended and actively supervised by an adult</li> <li>• Appliances are kept out of reach</li> <li>• Fences are in place (if applicable)</li> </ul>					<p><i>Observe to see that the Applicant attends to all children and is aware of potential hazards. Children are supervised by sight and sound; an adult is nearby in case physical redirection is necessary.</i></p>
<p>Practices and promotes appropriate hygienic techniques, including handwashing, sanitizing, and cleanliness of environment.</p> <ul style="list-style-type: none"> <li>• The same sink is not utilized for both food preparation and diapering procedures unless properly sanitized.</li> </ul>					<p><i>All adults follow and model hand washing procedures. There is time and practice for the children to do the same. There is a procedure for sanitizing tables and toys (e.g. a basket for mouthed toys, etc.).</i></p>

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
Provides designated area to care for sick children					<i>Observe or interview the Applicant for information about the procedures for caring for a sick child.</i>
Understands common health and wellness issues of children in relation to nutrition and physical fitness.					<i>Observe procedures and activities related to health, wellness, nutrition, and physical activity. Interview Applicant about how these topics are addressed in the program.</i>
Resources regarding mental health, nutrition, health, and safety are available for families.					<i>Complete a visual scan of the program for evidence or ask the Applicant if evidence is not obvious.</i>

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
<p>Meets Child and Adult Care Food Program nutritional guidelines.</p> <p><input type="checkbox"/> Check here to indicate not applicable if families provide all food.</p>					<p><i>Ask Applicant how they ensure that available snacks and meals are healthy and nutritious. How do you provide information about health and nutrition to families?</i></p>
<p>Developmental needs are met at mealtimes (e.g. infants are held, children may serve themselves. Applicant interacts socially with all children while they eat).</p>					<p><i>Observe and document mealtime.</i></p>
<b>Family-Provider Partnerships and Community Connections/Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b>					
<p>Responds to all children's basic physical and emotional needs by responding to cries/communication of distress, hunger, tiredness, and/or boredom.</p>					<p><i>Observe the Applicant's response to the children.</i></p>

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
Models and encourages interactions that are respectful of others					Observe the Applicant's interaction with children, families, and co-workers.
Demonstrates a collaborative relationship and coordinates information sharing with families, organizations, and schools to support child learning/development.					Look for information sharing opportunities within the program (e.g. bulletin boards, newsletters, etc.).
Provider follows schedules that meet the individual needs of children.					

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
Shows respect for all families.					<i>Observe family arrivals and departures.</i>
Positive guidance strategies are used with children and shared with families.					<i>Observe the Applicant for use of redirection, positive reinforcement, etc. Ask the Applicant about how guidance strategies are shared with families (e.g. a guidance policy in the parent handbook).</i>
Engages children in setting limits for acceptable behavior and addresses inappropriate behaviors.					<i>Observe the Applicant communicating/engaging with children and note any responses to inappropriate behavior. If inappropriate behaviors are not observed, ask the Applicant in the follow-up interview to give an example of how he/she would address inappropriate behavior.</i>

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
Engages children and youth in meaningful decision-making and leadership activities.					Observe and note the types of decisions made and how children and youth are (or are not) engaged. If decision-making or leadership activities are not observed, ask the applicant to provide an example of how decision-making typically happens in the program.
<p>Daily communication strategies are used to develop and maintain trust with families, including:</p> <ul style="list-style-type: none"> <li>• Displays pictures of children and their families</li> <li>• Families made to feel welcome (e.g. addressed by name, preferences honored, etc.)</li> <li>• Daily updates on children's care and routines are provided</li> </ul>					Complete a visual scan of the program for evidence or ask the Applicant if evidence is not obvious.

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
<p>The environment reflects value for divergent points of view and cultural preferences, including:</p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Food</li> <li>• Pictures</li> <li>• Housekeeping props</li> <li>• Etc.</li> </ul>					<p><i>Observe the environment and interview the Applicant if this indicator is not obvious (e.g. "Do you have any other materials to rotate into the environment that reflect diversity?").</i></p>
<p>Applicant uses a wide variety of strategies and procedures to gather information about what all children know and can do that are sensitive to the unique cultural and learning needs of each child. Examples that may be seen through observation include: anecdotal notes, running records, observation checklists, language samples, parent interviews, journals, and/or digital photography, video, audio, portfolio apps, etc.</p> <p>Applicant uses individual assessment of each child to inform group instruction and to plan the daily schedule, structured transitions, and arrange learning centers that address individual and collective interests, strengths, and needs.</p>					



Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
<b>Knowledge, Application, and Integration of Content in the Curriculum/ Child Observation Documentation, and Assessment</b>					
Follows children's individual schedules and preferences when planning for activities and interactions. There is a posted schedule that allows for flexibility and smooth transitions. Adaptations are made to activities, materials, equipment, or the environment, as needed.					<i>Review the daily schedule and ask the Applicant how he/she adapts the daily schedule to meet individual needs (e.g. "If you have outdoor time scheduled for a group of children and it rains, how do you provide for a gross motor activity?").</i>
Demonstrates use of relationships, interactions, and daily routines as a primary learning tool/strategy.					<i>Observe the Applicant for: talking with children during diapering procedures, mealtime, and other routines. Does the Applicant sit close by and offer extensions during children's play?</i>

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
Offers appropriate toys, materials, and environmental arrangement to promote exploration and discovery for ages/development of children served.					<i>Look for soft elements, cause and effect toys, books, opportunities for creative expression, and toys that are accessible to children.</i>
Employs a sensory-rich environment as a learning tool/strategy and provides multi-sensory experiences.					<i>Look for a variety of toys and manipulatives that offer varied textures, sounds, colors, etc. and are safe for the children to explore.</i>

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
Plans curriculum based upon various interests and learning styles of the children and youth served in the program.					<i>Ask to review the daily or weekly curriculum plan and ask the applicant how they individualize for various children (e.g., "How does this activity work for a multiage group?" "How do you learn about the interests of individual children?")</i>
Organizes indoor and outdoor environments to meet the wide variety of interests, learning styles and abilities of children and youth with defined spaces for a variety of activities to take place.					<i>Children should be engaged with appropriate activities and or materials most of the time. Note any children who are not engaged; interview the Applicant about how he/she chose to arrange the environment.</i>

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
Provides children and youth with independent access to learning materials.					<i>Observe the children to see how they are accessing and using materials.</i>
Provides smooth transitions between activities with limited wait time for children and youth.					<i>Observe transitions and note wait times for children.</i>
<p>Applicant uses instructional strategies to support participation and engagement of all children, including children with disabilities and other special populations by:</p> <ul style="list-style-type: none"> <li>• Using a wide variety of hands-on learning activities that provide children opportunities to discover and explore independently.</li> <li>• Identifying and using what the Applicant knows about individual children's preferences, interests, strengths, knowledge, and skills to</li> </ul>					

Indicators	Fully Met	Partially Met	Not Met	NA	Evidence/Notes
<p>offer activities that are challenging, yet achievable.</p> <ul style="list-style-type: none"> <li>• Uses individualized supports when needed, such as: <ul style="list-style-type: none"> <li>○ Using peers to increase a child's participation</li> <li>○ Simplifying an activity to break it into smaller parts or reduce the steps.</li> <li>○ Providing adult assistance through visual, verbal, or physical prompts (e.g., sits next to a child to encourage/support; shows a child how to hold scissors, etc.)</li> <li>○ Providing directions in a manner that matches the developmental needs of all children.</li> </ul> </li> </ul>					

**Child Growth and Development, Professionalism, and Administration and Business Practices Competencies are demonstrated in the Applicant's Portfolio.**

## Appendix F: Family Survey



Dear Family,

The child care professional indicated on the enclosed Family Survey is working towards the Maine Family Child Care Credential. The training requirements for this Credential will help to ensure that this applicant has a good understanding of child development and can offer care and education that is responsive and appropriate. It is our goal that all children in Maine receive high quality care.

The survey will help to inform us about how you, as the family of a child in the Applicant's care, feel about how the individual works with your child. Family feedback is an important part of this Credential, so we would love to hear from you.

**Please fill out the survey online here.** If you have questions about this survey, feel free to contact me at (207) 780-4453 or [lori.m.moses@maine.edu](mailto:lori.m.moses@maine.edu).

Sincerely,

A handwritten signature in black ink that reads "Lori M. Moses".

Lori M. Moses, Coordinator of Apprenticeship and Credential Programs  
Maine Roads to Quality Professional Development Network.

## Maine Family Child Care Credential Family Survey

Dear Family,

The child care professional indicated in the email from which you received this link is working toward their Maine Family Child Care Credential. The training requirements for this Credential will help ensure that they have a good understanding of child development and can offer care and education that is responsive and appropriate for the age groups that your child care provider works with. It is our goal that all children in Maine receive high quality care.

The attached survey will help to inform us about how you, as the family of a child in the Applicant's care, feel about how they work with your child(ren) and family. Family feedback is an important part of this Credential, so we would love to hear from you. Your responses will be anonymous, and will not be shared individually with the Applicant or program provider. The survey should take 5-10 minutes to complete.

If you have any questions about this survey, feel free to contact Lori Moses, Coordinator of Apprenticeships and Credential Programs, at [lori.m.moses@maine.edu](mailto:lori.m.moses@maine.edu). If you have any concerns about the care your child is receiving, please contact Child Care Licensing at (207) 287-9300.

Thank you,

Maine Roads to Quality Professional Development Network  
Evaluation Team

*The following survey has been adapted with permission from the NAFCC Accreditation Family Survey.*

Child Care Provider's Name\*

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How long has/have your child(ren) been in the care of this child care provider?

- ☐ 0-6 months
- ☐ 7-12 months
- ☐ 13-18 months
- ☐ 19-24 months
- ☐ more than 2 years

Please respond to the following questions about how this child care provider worked with you and your child. If you have not experienced the statement example with the child care provider, please select N/A.

1. The Applicant talks at least briefly to us as we come and go, or arranges another time to talk, if needed.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
2. The Applicant shows a warm interest in my child.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
3. My child feels safe and secure in this program.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
4. The Applicant is patient and understanding with my child.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
5. The Applicant notices any special needs of my child and offers help as needed.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
6. The Applicant cares about and respects me and other family members.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
7. The Applicant responds, within reason, to my requests and preferences.  
☐ Always



- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

8. I trust that my child will be well cared for in every way.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

9. The Applicant encourages me to visit, unannounced, any time my child is present.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

10. The Applicant respects confidentiality of families and does not gossip.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

11. The Applicant keeps me informed about my child.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

12. Our communication is open and honest.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

-----

Please add comment or reasoning on how you scored the provider in the above prompts.\*

Please respond to the continued questions about how this child care provider worked with you and your child. If you have not experienced the statement example with the child care provider, please select N/A.

1. The Applicant helps me feel comfortable talking things over and we try to work out any differences.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
2. The Applicant offers me a variety of ways to be involved in the program's activities--but does not require my participation.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
3. The Applicant shares information, as needed, about community resources and other child care benefits.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
4. The Applicant and I work together for the best interest of my child, on issues such as guidance/discipline, eating, toileting, as needed.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
5. The Applicant is available to me by telephone when my child is present, or returns my call within 3-4 hours.  
☐ Always  
☐ Sometimes  
☐ Never  
☐ NA or not able to rate
6. The Applicant has a conference with me at least once per year so we can review my child's experience and set goals together.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

7. If my child has been injured--beyond a minor scrape or bruise--the provider contacted me as soon as possible and gave me a written report describing the accident, action taken, and how my child responded.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

8. The provider is with the children at least 80% of the time they are in care.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

9. I have met any regular assistant or substitute and I am notified in advance if a substitute will be responsible for my child (except in emergency).

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

10. Before my child began in this child care program, the provider invited me to visit, described the program, gave me written policies, and asked me about my child.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

11. I was informed of any pets before enrollment or before they arrived in the home.

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ NA or not able to rate

12. Pets appear to be in good health, even-tempered, and friendly, or they are kept in areas not accessible to children.

- ☐ Always
- ☐ Sometimes

- ☐ Never
- ☐ NA or not able to rate

Please add comment or reasoning on how you scored the provider in the above prompts.

What do you like best about this family child care program?

What suggestions do you have to improve this program?

Is there any other information you would like to share with the MRTQ PDN Credential review team about this provider?

## Appendix G: Lesson Plan Template

### Title and Plan / Intention

#### Area of Development:

*What general areas of development will be supported by this activity? (List all that this activity supports)*

#### Specific Objective:

*What specific skills/knowledge or behaviors do you want children to practice?*

#### Documentation of children's learning:

*How can/will you document what children have done? (Ex: Photos; Observation Records (type?); Child's Work Samples; Child's Words; Video Records; Audio Records; Other?)*

#### Materials Needed

*List of needed items:*

#### Preparation Needed:

*What do you need to do before the activity?*

#### Do / Implementation

*What space will you use?*

*How much time will you allow for the activity?*

*What materials will you prepare?*

### Step-By-Step Instructions

*How will you set up or clean up?*

*How will you present your learning experience to the children so that all children including those with varied ages, learning styles, cultures, languages and / or disabilities are included and can participate?*

*How will you scaffold learning (support, direct, stretch, stimulate)?*

### Assessment

### Evaluation

*What evidence would there be that your objectives were/were not met?*

## Appendix H: Family Child Care Health and Safety Checklist

Program Name: \_\_\_\_\_

Date: \_\_\_\_\_ Observer: \_\_\_\_\_

**GOAL OF USE:** *All Maine children and youth have a right to a safe and healthy environment in which to engage in activities with their peers.*

Indicate how your program meets each statement. If the statement does not apply to your program, mark "NA."

	Meets	Somewhat Meets	Does Not Meet	NA
<b>WATER SUPPLY, HANDWASHING and DIAPERING</b>				
1. Drinking water is available to children at all times.				
2. Washing and toilet facilities have both hot (not to exceed 120° F) and cold running water, soap, and disposable paper or single use towels available.				
3. All staff and children wash their hands properly after each trip to the bathroom, diapering and before food preparation/eating.				
4. Proper handwashing procedures are posted at all handwashing sinks, including food preparation and art sinks.				
5. There are separate sinks for handwashing after toileting and for food preparation. If there aren't separate sinks for food prep and diapering, then the provider needs to disinfect the sink in between uses.				
6. Paper towels and liquid soap are readily available at the sink.				
7. A waterless hand sanitizer is available and used with children 3 and older when hot running water and soap are not available (e.g. field trips).				
8. Hand sanitizers are kept out of reach of children and used with close supervision.				
9. The area for changing diapers or soiled underwear is a separate area away from food and play.				

	Meets	Somewhat Meets	Does Not Meet	NA
10. Diaper-changing surface is water-resistant, non-absorbent, and free of cracks/tears.				
11. Diaper-changing surface is disinfected after each use.				
12. Soiled diapers are directly disposed of in a plastic bag or in a separate covered garbage.				
13. Diapering procedures are posted.				
14. Refrigerator temperature does not exceed 41° F. Freezer temperature does not exceed 0° F. There are thermometers in both the refrigerator and freezer.				
15. Food brought in by children or prepared by the program is properly stored in refrigerators or on shelves. Box/bag lunches or other food supplied from outside the facility shall be kept refrigerated, if required.				
16. All milk products are pasteurized. All fruits and vegetables are washed thoroughly before consumption.				
17. All bottles are labeled with the child's name and time prepared/warmed				
18. Unfinished bottles are discarded after feeding.				
19. Bottles are heated in warm water or bottle warmer. Microwaves are not used to heat bottles or infant food.				
20. Breastmilk is heated separately from other bottles in individual containers of warm water.				
21. The temperature of bottles and food are tested before serving to children.				
22. Paper products are single-use and are disposed of immediately after use.				
23. Dishes are washed in an automatic dishwasher or in warm, soapy water and are rinsed in hot water.				
24. Surfaces that come into contact with food or drink are easily cleanable, in good repair, and are not made of toxic material.				



	Meets	Somewhat Meets	Does Not Meet	NA
25. All food is stored, prepared, and served in a sanitary manner.				
26. All cooked foods are cooked to proper temperatures. All reheated foods are cooked to at least 165° F.				
27. When food is transported, sanitary containers are used to keep hot food at or above at least 140° F and cold food at or below 40° F.				
<b>BUILDING, GROUNDS, FURNISHINGS</b>				
28. The building and grounds are maintained, repaired, and free of dangers to children.				
29. The building is free from insects, rodents, or other vermin.				
30. When animals and pets are in or visit the program, supervision ensures that neither the animals nor the children are harmed. There is proof of applicable vaccinations, including rabies. All indoor and outdoor areas accessible by children is free of animal waste.				
31. The program temperature is at least 68° F all year. Parents/guardians are notified if the temperature must be maintained below 68° F.				
32. If indoor temperatures exceed 82° Fahrenheit, then Providers must use methods to cool the space when occupied by Children.				
33. Doors and windows used for ventilation are equipped with securely fastened screens.				
34. Every room, hallway, and stairway used by children is well lit and ventilated.				
35. All stairs used by children are equipped with a properly secured handrail.				
36. Natural light is available in any room where a child is present for more than four hours per day.				
37. Smoking is prohibited on the premises when children are present. This includes all indoor and outdoor areas where children may be present.				

	Meets	Somewhat Meets	Does Not Meet	NA
38. Weapons, firearms, and ammunition are prohibited in the program area. Such items are securely locked when children are present at the program.				
39. A hard-wired or fully charged phone is in working condition and accessible at all times. Emergency numbers and information, including the address of the facility, are posted.				
40. Cleaning supplies, toxic substances, medications, alcohol, matches, lighters, power tools, and items dangerous to children are stored away from food storage and in such a way as to be inaccessible to children, even in rooms that are not used by children.				
41. Gasoline and other explosives are plainly marked and are in locked buildings not occupied by children.				
42. Lead paint is not used on toys, furniture, or any other interior surface.				
43. Swimming and wading pools are used according to the regulations set forth through Maine child care licensing and holds/maintains professional development in basic water safety and infant-child CPR				
44. Garbage is emptied as often as necessary and is done in a sanitary manner. Bags are kept in leak-proof, non-absorbent, and rust- and corrosion-resistant containers with tight-fitting lids.				
45. The program has written procedures for routine cleanings of refrigerators, bathrooms, kitchen facilities, and play areas.				
46. Child-resistive latches are installed on all cabinet doors/drawers with sharp or other dangerous objects inside.				
47. Refrigerator magnets, objects that use button batteries and any other small objects, are out of the reach of young children.				

	Meets	Somewhat Meets	Does Not Meet	NA
48. Rooms used for child care are chosen and used so that caregivers can easily view/monitor all areas used by children.				
49. Children are supervised and doors in areas used by toddlers are monitored/secure so that children can't leave the house undetected.				
50. Gates to stairways and areas not for children's use are in place and secured or there are working latches or safety locks on doors to places that are off limits to children.				
51. Gates at the top of stairs are mounted to the wall.				
52. A crib or play yard that meets Consumer Product Safety Commission (CPSC) safety standards, available at <a href="https://www.cpsc.gov/s3fs-public/5023.pdf">https://www.cpsc.gov/s3fs-public/5023.pdf</a> , must be provided for each Child up to 18 months of age.				
53. Hinges and joints are covered to prevent small fingers from being pinched or caught.				
54. Cribs, playpens, and highchairs are away from window blinds, drapery cords and electrical cords.				
55. Cribs, playpens, and highchairs are used according to the manufacturer's recommendations for age and weight. Cribs have no corner posts.				
56. Safety straps are always used when a child is placed in a piece of equipment (ex. high chairs, swings, etc.), and adjusted to fit each child.				
57. All emergency evacuation routes are free of obstruction and are in working order to allow access in/out of the building.				
58. A caregiver is always present in the same or an adjacent room to the children to safely and quickly evacuate the children in an emergency.				
59. A procedure is in place for notification of parent/guardian (and/or secondary parent/guardian) if a child sustains a sudden illness, accident, or injury.				

	Meets	Somewhat Meets	Does Not Meet	NA
60. Working smoke detectors are located and maintained in every room or as otherwise required by the Maine Fire Marshal. Carbon monoxide detectors are all installed/maintained as required by the Maine Fire Marshal.				
61. The program documents all accidents, injuries, or emergencies. A copy of the report is given to the parent(s)/guardian(s) of all children involved.				
62. There is an easily accessed fire extinguisher or sprinkler system in the child care area/kitchen.				
63. The facility has at least one fully equipped, readily available first aid kit and manual and at least one separate first aid kit and manual available for field trips (if applicable).				
64. Heating units are safeguarded to prevent injuries and burns. Portable heaters are prohibited, except those approved by the Maine Fire Marshal.				
65. Children or staff who are ill or severely injured are temporarily isolated from the rest of the group while waiting to be transported/picked up. Screens that provide a visual barrier are acceptable; kitchen facilities or bathrooms are not acceptable.				
<b>INDOOR AND OUTDOOR PLAY AREAS</b>				
66. Activities are developmentally appropriate for the age(s) of the children attending the program.				
67. Use of television, video viewing/games, and/or computers are limited to one hour per day, with the exception of age-appropriate educational or instructional uses.				
68. Play and/or instruction areas are large enough for the number of children present at one time. If the areas are not large enough, the group is split for each child to play and/or practice without threat of harm from another child or fixtures within the space.				

	Meets	Somewhat Meets	Does Not Meet	NA
69. The premises, toys, and equipment are kept clean and in proper working order to ensure health and safety. Water tables are cleaned daily when used.				
70. Helmets are worn by children when riding or using equipment such as pedal bikes, skateboards, scooters, rollerblades, etc.				
71. Indoor and outdoor areas are free from hazards and are inspected by staff daily, prior to children having access to the areas.				
72. Sheds and Vehicles are kept locked when not in use.				
73. Outdoor space is protected by fencing (or other natural barriers) from hazardous conditions and has at least one exit, other than through the building.				
74. Outdoor play equipment is constructed and anchored properly. All play areas have proper drainage.				
75. All play areas have energy-absorbing materials, such as mulch, sand, or padding under "fall areas" (e.g. swings, climbing structures, etc.).				
<b>TRANSPORTATION AND VEHICLES</b> (skip to Question 73 if transportation is not provided)				
76. All vehicles transporting children under supervision of the program have current registration, insurance, inspection, and working seat belts.				
77. Adult staff ratios are always maintained				
78. Children must be seated with seat belts fastened or in Child safety seats in accordance with Maine State Child Care Licensing Rules for transportation.				
<b>ADMINISTRATION AND RECORDS</b>				
79. The program keeps a written record of each child's personal and emergency information, including, but not limited to, the following: parent/guardian contact information, alternate parent/guardian contact information, allergy information, list of current medications for the child, and written authorization to obtain emergency medical care.				

	Meets	Somewhat Meets	Does Not Meet	NA
80. If a child requires medication while at the program, a signed request by the parent/guardian is provided with the original container. All medication, prescription or over the counter, is only given according to the instructions on the container and is not past the expiration date. All medication is kept in a location inaccessible to children (preferably in a locked cabinet/container).				
81. The program does not administer non-prescription medication (e.g. Tylenol) without written permission from a parent/guardian. The written permission is signed, dated, and names the child, medication, and dosage instructions.				
82. The program records all medication – prescription or over the counter – given to any child, including the amount, time, date, and signature of the administrator of the medication.				
83. It is recommended that the program keep a copy of criminal history reports, FBI fingerprinting results, out-of-home abuse investigation reports, and child protective services reports of each temporary or regular staff member, director, or volunteer. The records are held in strict confidence and are securely stored.				
<b>PROVIDERS, STAFF AND VOLUNTEERS</b>				
84. A personnel record and attendance are kept for every temporary or regular staff member, or volunteer. (This includes family members who volunteer on a regular basis.)				
85. Information included in personnel records includes, but is not limited to: emergency contact information, background check reports, certificate of immunization (or proof of immunity), mailing address, phone number, date of birth, training and education, work experience, and social security number.				
86. Annual motor vehicle checks are performed for all staff or volunteers who transport children.				
87. Provider and all staff have and maintain certification in Adult and Child CPR/First Aid.				

	Meets	Somewhat Meets	Does Not Meet	NA
88. Staff hiring, training, and supervision procedures promote the employment of emotionally well-adjusted, mature, and responsible adults. The family child care business owner considers the following when hiring or continuing employment for all individuals working with children: convictions for sexual or violent crimes, any crimes involving children or activities which could have resulted in convictions for such crimes if prosecuted, admission to a substance abuse treatment facility, or conviction for OUI or any other activity involving substance use/abuse, any serious physical or mental health problems that have required admission to a hospital or other inpatient facility that would impair the proper supervision and guidance of children or the ability to perform tasks, investigations from Child Protective Services (CPS) or the Institutional Abuse Unit (IAU) or other allegations of child abuse or neglect, any prior conditional licenses, license suspensions/fines/revocation regarding a child or adult care license or approval issued to the applicant, the removal of children from their custody by court order, and any other information regarding the mistreatment of children, adults, or animals.				
89. The staff supervising children – both indoors and outdoors – are aware of and responsible for the ongoing activity of each child and are within sight and sound or when age appropriate, close enough to intervene when needed. For swimming activities, children must be within sight and sound of staff.				
90. Minimum age of staff who are directly responsible for supervision of children and youth are 17 years or older. Staff who are 17 years of age are under the direct supervision of the provider or other approved staff.				
91. The provider and any staff or volunteers, use positive methods of child guidance that encourage self-control, self-direction, self-esteem, and cooperation. Child guidance meets the needs of the individual child. The program has guidelines for constructive methods of guidance. This includes, but is not limited to, the following: conflict resolution, encouraging the use of language skills, redirecting, providing choices, using praise or positive reinforcement, recognizing a child's strength, and allowing for individual differences.				

	Meets	Somewhat Meets	Does Not Meet	NA
92. The use of corporal punishment is strictly prohibited. "Corporal punishment" means actions against a child. Food, rest, or bathroom breaks are not withheld as a form of punishment or any other means of control.				
93. Provider and/or staff observe children daily at the time of arrival and throughout the day for signs of illness, such as fever, diarrhea, vomiting, or skin rashes.				
94. The program ensures that all personnel are aware of their responsibility to report any suspected abuse or neglect of a child under the age of 18. The facility has adopted a written policy for handling suspected instances of child abuse or neglect in accordance with Maine law. The facility cooperates in the investigation of allegation of abuse or neglect.				
95. The program does not permit any adults presenting with a communicable illness that would threaten the health and safety of the children to serve in the program, unless standard precautions reduce or eliminate exposure or risk to the children.				
<b>CHILDREN</b>				
96. Babies are always put to sleep on their backs in commercially designed sleep equipment. Sleeping in car seats, strollers, swings, and any other device that is not labeled as meeting the CPSC or ASTM standards for sleep equipment is not permitted. Exception: car seats should be used according to the manufacturer's instructions during motor vehicle transport, with frequent stops to remove the infant from the seat to avoid minimize slump-over positioning that can interfere with breathing. (CPSC) safety standards, available at <a href="https://www.cpsc.gov/s3fs-public/5023.pdf">https://www.cpsc.gov/s3fs-public/5023.pdf</a> .				
97. Children's records include records of past medical treatment, immunizations, a list of all known allergies, and a description of any current health conditions requiring medication, treatment, or special restrictions in case of emergency.				
98. Children in attendance have an opportunity for rest according to the age and individual needs of the child.				



	Meets	Somewhat Meets	Does Not Meet	NA
99. Children have the rights to the following: freedom from abuse and neglect, confidentiality, freedom from harmful actions or practices, freedom from discrimination, consideration and respect, a variety of appropriate activities, materials, and equipment, mandatory report of rights violations, and reasonable modifications and accommodations.				

Based on your reflections of the checklist, list improvement plans below

Hazard / Area to Improve	Person Responsible	Action Needed	Date to be Completed	Date Completed

## Appendix I: Quality Improvement Toolkit Assessment of Child Growth and Development Checklist

Reflect and Review: How are you doing? How is it working? Use the checklist below to help you think about and reflect on your current professional development planning.

Activities or Considerations	Is this currently in place? (Yes/No)	Comments/Notes (Including other activities/considerations not covered)
My program has a formal process for identifying children's interests and needs.		
<i>Maine's Early Learning and Development Standards</i> are used to inform the assessment process at my program.		
<i>Infant and Toddler: Maine's Early Learning and Development Standards</i> are used to inform the assessment process at my program.		
My program uses the <i>Quality for ME</i> Standards to guide assessment practices.		
My program collects evidence two times a year (or more) on children's development in these areas: <ul style="list-style-type: none"> <li>• Social/emotional</li> <li>• Cognitive</li> <li>• Physical development</li> <li>• Communication</li> </ul>		
My program uses a variety of methods for assessing progress. Methods may include but not limited to: <ul style="list-style-type: none"> <li>• Videos</li> <li>• Children's work</li> <li>• Photographs</li> <li>• Observations notes</li> <li>• Checklists</li> </ul>		

Activities or Considerations	Is this currently in place? (Yes/No)	Comments/Notes (Including other activities/considerations not covered)
<ul style="list-style-type: none"> <li>• Information provided by families</li> <li>• Information shared by the child</li> <li>• Information provided by other professionals working to support the child (CDS, speech therapist, etc.)</li> </ul>		
<p>My program has a written plan for assessment practices that includes:</p> <ul style="list-style-type: none"> <li>• The purpose for assessment</li> <li>• How the assessment results will be used</li> </ul>		
My program has a written plan that includes the staff responsible for conducting assessments and their completion of relevant training.		
My program has a written timeline for assessment.		
My program has a written plan of how to communicate assessment to families.		
My program has a written plan for adapting curriculum and individualizing based on child assessments.		
My program has a written plan that describes the process for seeking additional support for children if indicated through the assessment process.		
My program has a written policy that describes how assessment information is gathered, how information is shared, and how all assessment information is kept confidential.		

## Appendix J: Authenticity Statement

The Applicant should review and sign the following statement and include a signed copy with the Portfolio:

*I hereby certify that the material in this Maine Family Child Care Credential Portfolio represents solely my own work, that no one has written it for me, that I have not copied another individual's work, and that all sources that I have used have been properly cited and clearly documented. I understand that any investigation of misconduct concerning any aspect of my work may lead to my disqualification as an Applicant for the Maine Family Child Care Credential.*

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Applicant Name (print)

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Applicant Signature

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Date

## Appendix K: Contributors

Special thanks to the following individuals for their valuable contributions to this publication.

### The Maine Family Child Care Credential Core Work Group

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