Maryland’s
Quality Rating and Improvement System
Marylandexcels.org
• Statewide implementation July 1, 2013 after a pilot and field test

• All program types are eligible to participate
  • Child Care Centers
  • Family Child Care Homes
  • Public Prekindergarten Programs

• Block rated system with 5 progressive quality levels and 5 content areas
  • Licensing and Compliance
  • Staffing and Professional Development
  • Accreditation and Rating Scales
  • Developmentally Appropriate Learning and Practice
  • Administrative Policies and Practices
Child Care Subsidy Requirement

Maryland’s Race to the Top Early Learning Challenge Grant

• Grant requirement – develop plan and timeline to ensure that children with high needs are in high quality programs.

• Stakeholder workgroup convened and advised the state to fully implement a requirement for QRIS participation. Workgroup members felt strongly that quality was critical for children.

• Subsidy regulations were adopted requiring QRIS participation by July 1, 2015.

Communication and Outreach Efforts

• Goal: ensure all programs receiving Subsidy reimbursement were enrolled in the QRIS before the requirement took effect.

• By June 2015, 98% of child care programs receiving Subsidy were enrolled in Maryland EXCELS.
What is Maryland doing to increase the supply of high quality programs?

Technical Assistance and Support

• **Quality Assurance Specialists** – individual and group training, support, and on-site assistance with continuous quality improvement and access to financial resources.

• **Child Care Resource Centers** – PDG B-5 grant focused technical assistance on programs moving to high levels who need support.

• **Program Coordinators** – review evidence, assign draft ratings, support for understanding and meeting quality standards.

Year of Bonuses

• Paid to programs 2013-2015

• Reinstated 2018-2019 – 1,000+ bonuses paid

Tiered Reimbursement

10% to 44% quality payments per child for programs rated at levels 3, 4, or 5 that receive Child Care Subsidy reimbursement.
Culturally Appropriate Standards and Accessible Quality Improvement

Standards: Developmentally Appropriate Learning and Practice

- **Environment** - Children are provided with opportunities to interact with their peers in a developmentally appropriate environment welcoming of children of all abilities that offers a balance of child initiated and teacher directed activities reflecting the interests of the children, their primary language, and cultural background.

- **Learning Materials** - Materials are: developmentally appropriate; accessible; promote multiple modes of exploration and learning; reflect children’s interests, culture, and language; and support children of all abilities.

Accessible Quality Improvement

- Spanish-speaking providers may request a Program Coordinator
- Child Care Resource Centers Spanish speaking staff
- Translation Services locally and key documents translated
- Accreditation Orientation – Spanish only presentation
Maryland EXCELS website – register to participate or log in to account. Programs upload evidence to meet standards.