

# THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



## New Hampshire Quality Rating System

**QRS Profile**

**April 2010**



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# **New Hampshire Quality Rating System**

## **QRS Profile**

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**Prepared for:**

**Office of Planning, Research and Evaluation**

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**MATHEMATICA**  
Policy Research, Inc.



# Child Care Quality Rating System (QRS) Assessment Study

## PROFILE

<b>Site:</b>	<b>New Hampshire</b>
<b>Program Name:</b>	<b>New Hampshire Quality Rating System</b>
<b>Respondents:</b>	<b>Ellen Wheatley, Ph.D. Child Development Bureau Administrator, NH Department of Health and Human Services</b>
<b>Information Reviewed and Finalized:</b>	<b>March 15, 2010</b>

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## New Hampshire- Quality Rating System

### Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

<b>Site name:</b>	New Hampshire
<b>Program name:</b>	New Hampshire Quality Rating System
<b>Service area:</b>	Statewide
<b>Pilot:</b>	No
<b>Date full program launched:</b>	2006
<b>Voluntary:</b>	Yes
<b>Website:</b>	<a href="http://www.dhhs.state.nh.us/DHHS/CDB/licensedplus.htm">http://www.dhhs.state.nh.us/DHHS/CDB/licensedplus.htm</a> for Licensed-Plus <a href="http://www.dhhs.state.nh.us/DHHS/CDB/qualitychildcare.htm">http://www.dhhs.state.nh.us/DHHS/CDB/qualitychildcare.htm</a> for national accreditation
<b>Eligible programs:</b>	Center-based programs, Head Start/Early Head Start, licensed family child care, and school-aged programs
<b>Total numbers of programs participating:</b>	81 (13 pending)
<b>Number of participating child care centers:</b>	75
<b>Number of participating family child care programs:</b>	6
<b>Percent of total programs enrolled in QRS:</b>	7%
<b>Percent of programs at each rating level:</b>	N/A
<b>Goals:</b>	NH QRS is a quality rating system that recognizes NH child care programs for efforts to improve the quality of care for young children and rewards programs that strive to improve their practices and staff qualifications. It also allows families to identify programs with higher quality.
<b>Language from statute:</b>	There is no language in state statute, but there is in rules 6910- in terms of how NH QRS fits in with tiered reimbursement.

### Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

<b>Rating structure:</b>	New Hampshire QRS does not use a traditional rating structure. It includes 3 tiers which are licensed, licensed plus, and national accreditation.
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Licensed PLUS does not use ratings per se. There is only one level involved which requires that a program meets 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total to choose from).

**Number of levels:**

N/A. Within the required standards, there is only one attainable level for Licensed Plus (which is meeting 16 total standards).

Outside the standards, New Hampshire currently has four designations for quality child care including 3 levels of regulated child care; Licensed, Licensed Plus and Accredited. It also recognizes a 4<sup>th</sup> designation for quality care classified as Licensed Exempt (when individuals care for 3 or fewer unrelated children in addition to their own without requirements for licensure). Consider 2 levels beyond licensing (licensed plus and accreditation).

**Length of time rating is valid:**

For programs using Option 1, rating is valid for 1 year. For programs using Option 2, there is a 1 year update and 3 year re-application.

**Rating process:**

For National Accreditation, a program can contact the Child Care Resource and Referral program and the national accrediting organization to complete the application process and to prepare for the validation visit. When the program has been awarded the accreditation, they send it to the Child Development Bureau Credential Specialist. For Licensed-Plus, a program seeking a rating can access information through the State website, the Child Care Resource and Referral program or the Child Development Bureau Credential Specialist. The program can access the forms through the State website and can request technical assistance through the Child Care Resource and Referral program. The program mails the application to the Child Development Bureau Credential Specialist, who reviews the application packet. If there are documents missing, insufficient documentation or documentation of unacceptable quality, the Credential Specialist will contact the program to discuss what is needed. When the application packet is complete and of adequate quality, the Credential Specialist awards the Licensed-Plus designation.

<b>Method of combining points:</b>	Licensed Plus programs must meet 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total). Each standard is weighted equally.
<b>Method used to assess programs for infants/toddlers:</b>	No
<b>Method used to assess programs for school-aged children:</b>	No
<b>Different process used to assess family child care:</b>	There are different indicators within standards for Family-Based programs (Family Care Homes and Family Group Care Homes).
<b>Different process used to assess Head Start/Early Head Start:</b>	Programs can use the Head Start status as one option to show a recent federal review with no deficiencies.
<b>Different process used to assess accredited programs:</b>	Programs working toward accreditation have a different application process. While most programs apply using Option 1, Option 2 enables programs that are already engaged in meeting national quality standards to document that effort in lieu of documenting compliance with other specific Licensed Plus Standards. However, programs that are fully accredited have exceeded the requirements and are no longer eligible for Licensed Plus. Accreditation is a completely different tier from Licensed Plus.
<b>Events that trigger re-rating:</b>	Licensing violation
<b>Appeal process:</b>	Yes
<b>Availability of technical assistance for rating process:</b>	Yes
<b>Description of technical assistance for rating process:</b>	Technical assistance is available through the local Child Care Resource and Referral programs. This assistance includes providing information regarding best practice, providing sample forms and policy/procedure statements and reviewing draft applications for both National Accreditation and Licensed-Plus.
<b>Availability of technical assistance for preparatory process:</b>	Yes
<b>Description of technical assistance for preparatory process:</b>	Technical assistance is available through the local Child Care Resource and Referral programs.

## Quality Indicators for Center-Based Programs

### Licensed-Plus Level Designation for Child Care Centers *(applying using Option 1 unless otherwise specified)*

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size,

health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

<b>Number of site-specific indicator categories:</b>	8
<b>Site-specific names of categories used in the QRS:</b>	Regulation Administration and Business Practices Learning Environment Parent/Family Involvement Children with Special Needs Professional Development Staff Qualifications and Compensation Program Evaluation

### Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	Yes
<b>Licensing compliance referred to within:</b>	Regulation
<b>Source of evidence:</b>	Documentation submitted
<b>Comments:</b>	Licensing serves as the first tier of New Hampshire's Quality Rating System. Licensing forms the basis of the Licensed Plus tier.

### Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	No
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### Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Curriculum indicators included:</b>	Yes
<b>Description:</b>	-Programs have the option to have a written curriculum statement that outlines and explains the program's current curriculum. -Programs have the option to have a written curriculum plan.
<b>Curriculum review process:</b>	No
<b>Curriculum referred to within:</b>	Learning Environment
<b>Curriculum source of evidence:</b>	Documentation submitted

## Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	Yes
<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of recognized ERS scores:</b>	Scores are not specified.
<b>Description:</b>	Having the appropriate ERS completed is an optional indicator.  The program also has the option of having a written improvement plan based on evaluation tools chosen by the program director.
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features) :</b>	None
<b>Environment referred to within:</b>	Program Evaluation
<b>Environment source of evidence:</b>	Documentation submitted. New Hampshire's QRS does not conduct observations but only collects documentation. If a



program wants additional points for an observation, a private consultant must be hired by that program.

**Child Assessment (centers)**

Indicators in this section refer to processes in place to assess, observe or monitor children’s development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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**Staff Qualifications (centers)**

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
<b>Indicators for teachers include:</b>	Education, training
<b>Indicators for directors include:</b>	Education, training
<b>Directors qualifications related to administration and management</b>	No
<b>Bachelors degree indicator for director:</b>	No
<b>Bachelors degree indicator for teacher:</b>	No
<b>Bachelors degree indicator for assistant teacher:</b>	No
<b>Description:</b>	<p><b>Required indicators:</b></p> <ul style="list-style-type: none"> <li>-The program director(s) and all associate and lead teachers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management, administration or leadership.</li> <li>-The program director must initial to verify that professional development plans are in place for the program director(s) and associate and lead teachers; and/or</li> <li>-The program director and associate and lead teachers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.</li> <li>-At least one current employee has, in the past twelve months, attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2)</li> </ul>

**Optional indicator:**

-As an option for points, at least half the program’s teaching staff must have at least 12 college credits in early childhood education and/or child development.

Note: At least one current employee is required, in the past twelve months, to have attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2).

<b>Staff qualifications referred to within:</b>	Staff Qualifications and Compensation; Learning Environment
<b>Staff qualifications source of evidence</b>	Documentation submitted

**Family Partnership (centers)**

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>Required indicators:</b></p> <ul style="list-style-type: none"> <li>-The families of enrolled children are welcome in the program at all times.</li> <li>-The program must communicate with parents/families of enrolled children, in writing, on a regular basis.</li> <li>-The program director or family child care provider must submit a copy of the program’s parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.</li> </ul> <p><b>Optional indicators:</b></p> <ul style="list-style-type: none"> <li>-Program policies must be communicated to the parents/families of enrolled children via a parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication.</li> <li>-Programs must offer the parents of enrolled children a parent/teacher conference on an</li> </ul>

annual basis.  
-The program director has completed a strengthening families self-assessment form.

**Family partnership referred to within:** Parent/Family Involvement, Program Evaluation

**Family partnership source of evidence:** Documentation submitted

## Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Administration and management indicators included:** Yes

### Description:

#### Required indicators:

- Annual performance evaluations for all administrative and teaching staff
- Written personnel policies and/or a staff handbook
- Programs must document the benefits provided to all program staff, including paid vacations, holiday, and health insurance.
- The program director must submit a copy of the program's parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.

#### Optional indicators:

- The program must have a written salary scale, which indicates compensation ranges for positions based on qualifications and tenure.
- Written job descriptions for each paid position
- The program director must submit a copy of the program's staff survey and initial a statement on the application, verifying that staff surveys have been distributed to all staff within the past 12 months.

**Administration and management referred to within:** Administration and Business Practices, Staff Qualifications and Compensation, Program Evaluation

**Administration and management source of evidence:** Documentation submitted

## Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

<b>Accreditation included:</b>	Yes
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<b>If yes, is accreditation:</b>	For applying using Option 2, centers must prove that they are engaged in a national accreditation process but have not yet achieved national accreditation. National Association for the Education of Young Children (NAEYC) is accepted by New Hampshire QRS for child care centers.
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## Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	Yes
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<b>Comments:</b>	The programs are required to welcome children and families of all abilities and must modify the program and make reasonable accommodations to maintain children with special needs in the program.
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Note 1: Option 2 states that a program participating in the Head Start federal review process must be without a deficiency (for Head Start programs that are interested).

Note 2: Option 2 states that Center Based Programs must have evidence of participation in “Step Two: Becoming an Applicant for NAEYC Accreditation”.

## Indicators for Family Child Care Programs

### Licensed-Plus Level Designation for Family-Based Programs (family care homes & family group care homes) (applying using Option 1 unless otherwise specified)

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

<b>Number of site-specific indicator categories:</b>	8
<b>Site-specific names of categories used in the QRS:</b>	Regulation Administration and Business Practices Learning Environment Parent/Family Involvement Children with Special Needs Professional Development Staff Qualifications and Compensation Program Evaluation

### Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children’s basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	Yes
<b>Licensing compliance referred to within:</b>	Regulation
<b>Source of evidence:</b>	Documentation submitted
<b>Comments:</b>	Licensing serves as the first tier of New Hampshire’s Quality Rating System. Licensing

forms the basis of the Licensed Plus tier.

## Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	No
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## Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Curriculum indicators included:</b>	Yes
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<b>Description:</b>	-Programs have the option to have a written curriculum statement that outlines and explains the program's current curriculum. -Programs have the option to have a written curriculum plan.
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<b>Curriculum review process:</b>	Information not available
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<b>Description of curriculum review process:</b>	Information not available
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<b>Curriculum referred to within:</b>	Learning Environment
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<b>Curriculum source of evidence:</b>	Documentation submitted
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## Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	Yes
<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of recognized ERS scores:</b>	Scores are not specified.
<b>Description:</b>	Having the appropriate ERS completed is an optional indicator.  The program also has the option of having a written improvement plan based on evaluation tools chosen by the program director.
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features) :</b>	None
<b>Environment referred to within:</b>	Program Evaluation
<b>Environment source of evidence:</b>	Documentation submitted. New Hampshire's QRS does not conduct observations but only collects documentation. If a program wants additional points for an observation, a private consultant must be hired by that program.

### Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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### Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
<b>Indicators for family child care providers include:</b>	Education, training
<b>Family child care qualifications related to administration and management</b>	No
<b>Bachelors degree indicator for family child care provider:</b>	No
<b>Description:</b>	<b>Required indicators:</b> -All family child care providers and workers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management,

administration or leadership.

-The family child care provider must initial to verify that professional development plans are in place for family child care providers and workers; and/or

-Family child care providers and workers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.

**Optional indicator:**

-As an option, the family child care provider can have at least 12 college credits in early childhood education and/or child development.

Note: At least one current employee is required, in the past twelve months, to have attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2).

<b>Staff qualifications referred to within:</b>	Staff Qualifications and Compensation; Learning Environment
<b>Staff qualifications source of evidence</b>	Documentation submitted

### Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>Required indicators:</b></p> <ul style="list-style-type: none"> <li>-The families of enrolled children are welcome in the program at all times.</li> <li>-The program must communicate with parents/families of enrolled children, in writing, on a regular basis.</li> <li>-Program policies must be communicated to the parents/families of enrolled children via a parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication (only required for Family Group Homes).</li> <li>-The program director or family child care provider must submit a copy of the program's</li> </ul>



parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.

**Optional indicators:**

- Programs must offer the parents of enrolled children a parent/teacher conference on an annual basis.
- The program director has completed a strengthening families self-assessment form.

<b>Family partnership referred to within:</b>	Parent/Family Involvement, Program Evaluation
<b>Family partnership source of evidence:</b>	Documentation submitted

### Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Administration and management indicators included:** Yes

**Description:**

**Required indicators:**

- Programs must document the benefits provided to all program staff, including paid vacations, holiday, and health insurance.
- The program director must submit a copy of the program’s parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.
- The provider must document that he or she has completed a one-year operating budget or has liability insurance coverage. Or, the provider must initial a statement verifying that applicable taxes has been/will be filed annually.
- Written personnel policies and/or a staff handbook (required for Family Group Homes only)

**Optional indicators:**

- The program must have a written salary scale, which indicates compensation ranges for positions based on qualifications and tenure.
- Written job descriptions for each paid position
- The program director must submit a copy of the

program's staff survey and initial a statement on the application, verifying that staff surveys have been distributed to all staff within the past 12 months.

**Administration and management referred to within:** Administration and Business Practices

**Administration and management source of evidence:** Documentation submitted

## Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

**Cultural/linguistic diversity indicators included:** No

## Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

**Accreditation included:** Yes

**If yes, is accreditation:** For Option 2, programs must prove that they are engaged in a national accreditation process but have not yet achieved national accreditation.

National Association for Family Child Care (NAFCC) is accepted by New Hampshire QRS for providers who are caring for children in the provider's own home.

## Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Community involvement indicators included:** No

## Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements

for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	Yes
<b>Comments:</b>	The program is required to welcome children and families of all abilities and must modify the program and make reasonable accommodations to maintain children with special needs in the program.

Note 1: Option 2 states that a program participating in the Head Start federal review process must be without a deficiency (for Head Start programs that are interested).

Note 2: Option 2 states that Family Child care homes must have a letter from NAFCC confirming that an “observation visit” has been requested by the program director. Or Evidence of participation in “Step Two: Becoming an Applicant for NAEYC Accreditation”.

## Application Process

Information in this section describes specific features of the application process in the QRS.

<b>Requires self-assessment tool:</b>	No
<b>Describe self-assessment tool:</b>	Programs in the Licensed-Plus level designation are given the option to complete the Environment Rating Scale and the Strengthening Families Assessment tool. Both of these tools may serve as a self-assessment. For the 3 <sup>rd</sup> tier (national accreditation), programs are required to complete a self-assessment.
<b>Availability of preparatory process:</b>	No
<b>Requires orientation:</b>	No
<b>Time from application to rating:</b>	3-6 months
<b>Can apply for particular rating:</b>	Yes
<b>Describe apply for particular rating:</b>	There are two options available when applying to Licensed Plus. Option 1 allows programs that are interested in improving quality, but that may not be ready to seek accreditation, to be recognized for their documented efforts to achieve higher quality. Option 2 enables programs that are already engaged in working toward meeting national quality standards to document that effort in lieu of documenting compliance with other specific Licensed Plus Standards. Those in option 2

have to demonstrate that they are working on accreditation packet

Note: Licensed PLUS does not use ratings per se. There is only one level that requires meeting 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total, 11 required and 11 optional).

## Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

<b>Outreach to parents:</b>	Yes
<b>Method of outreach to parents:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Outreach to providers:</b>	Yes
<b>Method of outreach to providers:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Outreach to public:</b>	Yes
<b>Method of outreach to public:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Percent of budget dedicated to marketing:</b>	0%

## Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

<b>Observational tools used:</b>	N/A
<b>Comments:</b>	<p>Having a completed Environment Rating Scale is an optional standard within Program Evaluation. Scores are not specified. The completion is worth 1 additional point towards a program's final total.</p> <p>New Hampshire's QRS does not conduct observations but only collects documentation. If a program wants additional points for an observation, a private consultant must be hired by that program.</p>

## Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

<b>Training available that is linked to QRS:</b>	No
<b>Onsite assistance available that is linked to QRS:</b>	Yes
<b>Content of linked onsite assistance:</b>	Specific curriculum, language and literacy, business practices, child assessment, social and emotional development, safety, environment assessment, and support and navigating QRS.
<b>Onsite assistance frequency</b>	Varies
<b>Length of onsite sessions</b>	Varies
<b>Total duration of onsite assistance:</b>	Varies
<b>Formal approval for onsite assistance provider:</b>	Yes
<b>Target population for onsite assistance:</b>	All providers
<b>Comments about improvement process:</b>	Child Care Resource & Referrals provide onsite trainings and work with individuals to apply for credentials.

## Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

<b>Tiered reimbursement:</b>	Yes. Until January 1, 2010 the tiered reimbursement was to pay 5% above the licensed child care scholarship rate to programs that were Licensed-Plus designated, and to pay 10% above the licensed child care scholarship rate to programs that were nationally accredited. Due to a deficit in the child care scholarship program caused by a rapid increase in the number of eligible children, the tiered reimbursement system has been suspended.
<b>Quality award/bonus:</b>	No
<b>Startup award:</b>	No
<b>Scholarship (T.E.A.C.H)</b>	No
<b>Wage enhancement</b>	No
<b>Retention bonus:</b>	No
<b>Improvement grants:</b>	No
<b>Comments on financial incentives:</b>	New Hampshire's QRS switched on June 29, 2009 from having Quality Awards to using tiered reimbursement.

## Administration Details

This section provides details about the QRS administration and funding.

<b>QRS lead :</b>	The Bureau of Continuous Improvement & Integrity, Child Development Bureau and child care licensing unit
<b>QRS lead type:</b>	State government agency
<b>Overall funding amount for most recent fiscal year:</b>	\$500,000 for licensed plus and \$180,000 for nationally accredited programs
<b>Overall funding sources:</b>	Child Care and Development Fund
<b>Administration funding for most recent fiscal year:</b>	Information not available
<b>Administration funding source:</b>	Information not available
<b>Quality improvement funding for most recent fiscal year:</b>	Information not available
<b>Quality improvement funding source:</b>	Information not available
<b>Evaluation funding for most recent fiscal year:</b>	N/A

## Partners

This section provides information about the roles and responsibilities of partners in the QRS.

<b>Partner 1 type :</b>	Resource and referral agency
<b>Partner 1 name:</b>	New Hampshire Child Care Resource and Referral Network
<b>Partner 1 function:</b>	Provide technical assistance and quality improvement services, and manage communication/information dissemination
<b>Work plan in place:</b>	Yes

## Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

<b>Child care subsidies :</b>	Yes
<b>Description:</b>	Only programs linked to subsidy may receive the financial incentives.
<b>Professional development:</b>	Yes

<b>Description</b>	New Hampshire Early Childhood Professional Development System is linked to Licensed Plus (a minimum Credential 1 is required for program directors and associates and lead teachers/ family child care providers and workers).
<b>Incorporation of other standards:</b>	Yes
<b>Description:</b>	New Hampshire Early Learning Guidelines

## Evaluation

<b>Status of evaluation :</b>	No evaluation to date.
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## Key Contacts

<b>Category :</b>	<b>Overall management</b>
<b>Contact name:</b>	Ellen Wheatley, Ph.D.
<b>Organization:</b>	Child Development Bureau Administrator, NH Department of Health and Human Services <a href="mailto:ewheatley@dhhs.state.nh.us">ewheatley@dhhs.state.nh.us</a>
<b>Email:</b>	
<b>Phone:</b>	603-271-8153
<b>Category :</b>	<b>Overall management, Quality Improvement and support</b>
<b>Contact name:</b>	Denise Corvino
<b>Organization:</b>	Chief of Child Care Licensing Unit, NH Department of Health and Human Services <a href="mailto:dcorvino@dhhs.state.nh.us">dcorvino@dhhs.state.nh.us</a>
<b>Email:</b>	
<b>Phone:</b>	603-271-4590
<b>Category :</b>	<b>Tiered reimbursement and connections with subsidy, Distribution of financial incentives</b>
<b>Contact name:</b>	Patrick McGowan
<b>Organization:</b>	Contract Specialist
<b>Email:</b>	
<b>Phone:</b>	603-271-4843
<b>Category :</b>	<b>Quality improvements and support</b>
<b>Contact name:</b>	Kristin Booth
<b>Organization:</b>	Program Improvement Specialist, NH Department of Health and Human Services
<b>Email:</b>	

<b>Phone:</b>	<a href="mailto:kbooth@dhhs.state.nh.us">kbooth@dhhs.state.nh.us</a> 603-271-8167
<b>Category :</b>	<b>Data systems, monitoring and evaluation</b>
<b>Contact name:</b>	Sharon Lee
<b>Organization:</b>	Licensed-Plus Specialist
<b>Email:</b>	
<b>Phone:</b>	603-271-4829

### References

New Hampshire Department of Health and Human Services Office of Operations Support/Continuous Improvement and Integrity. "Licensed Plus Option 1 Standards" (8 March, 2006).  
<http://www.dhhs.state.nh.us/NR/rdonlyres/efi46dgl7pvnzezmlD2rgwwnjfd64mbkd5cj6g3xs4kblauamcryra2zfooqxth7mdkjejaa45biwxfgr3xz7c2zqia/LICENSED+PLUS+OPTION+1+STANDARDS+03-22-06.pdf>

New Hampshire Department of Health and Human Services Office of Operations Support/Continuous Improvement and Integrity. "Licensed Plus Option 2 Standards" (22 March,06).  
<http://www.dhhs.state.nh.us/NR/rdonlyres/eclge2emvngtbtv4iyhdarb57l7rsrduycsythkft44ca7xspwexmimbomokfuI3526gguhrki6mxfy7dyqfefv6qd/Licensed+Plus+Option+2+Standards+03-22-06.pdf>



## New Hampshire- Quality Rating System

### Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

<b>Site name:</b>	New Hampshire
<b>Program name:</b>	New Hampshire Quality Rating System
<b>Service area:</b>	Statewide
<b>Pilot:</b>	No
<b>Date full program launched:</b>	2006
<b>Voluntary:</b>	Yes
<b>Website:</b>	<a href="http://www.dhhs.state.nh.us/DHHS/CDB/licensedplus.htm">http://www.dhhs.state.nh.us/DHHS/CDB/licensedplus.htm</a> for Licensed-Plus <a href="http://www.dhhs.state.nh.us/DHHS/CDB/qualitychildcare.htm">http://www.dhhs.state.nh.us/DHHS/CDB/qualitychildcare.htm</a> for national accreditation
<b>Eligible programs:</b>	Center-based programs, Head Start/Early Head Start, licensed family child care, and school-aged programs
<b>Total numbers of programs participating:</b>	81 (13 pending)
<b>Number of participating child care centers:</b>	75
<b>Number of participating family child care programs:</b>	6
<b>Percent of total programs enrolled in QRS:</b>	7%
<b>Percent of programs at each rating level:</b>	N/A
<b>Goals:</b>	NH QRS is a quality rating system that recognizes NH child care programs for efforts to improve the quality of care for young children and rewards programs that strive to improve their practices and staff qualifications. It also allows families to identify programs with higher quality.
<b>Language from statute:</b>	There is no language in state statute, but there is in rules 6910- in terms of how NH QRS fits in with tiered reimbursement.

### Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

<b>Rating structure:</b>	New Hampshire QRS does not use a traditional rating structure. It includes 3 tiers which are licensed, licensed plus, and national accreditation.
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## New Hampshire- Quality Rating System

### Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

<b>Site name:</b>	New Hampshire
<b>Program name:</b>	New Hampshire Quality Rating System
<b>Service area:</b>	Statewide
<b>Pilot:</b>	No
<b>Date full program launched:</b>	2006
<b>Voluntary:</b>	Yes
<b>Website:</b>	<a href="http://www.dhhs.state.nh.us/DHHS/CDB/licensedplus.htm">http://www.dhhs.state.nh.us/DHHS/CDB/licensedplus.htm</a> for Licensed-Plus <a href="http://www.dhhs.state.nh.us/DHHS/CDB/qualitychildcare.htm">http://www.dhhs.state.nh.us/DHHS/CDB/qualitychildcare.htm</a> for national accreditation
<b>Eligible programs:</b>	Center-based programs, Head Start/Early Head Start, licensed family child care, and school-aged programs
<b>Total numbers of programs participating:</b>	81 (13 pending)
<b>Number of participating child care centers:</b>	75
<b>Number of participating family child care programs:</b>	6
<b>Percent of total programs enrolled in QRS:</b>	7%
<b>Percent of programs at each rating level:</b>	N/A
<b>Goals:</b>	NH QRS is a quality rating system that recognizes NH child care programs for efforts to improve the quality of care for young children and rewards programs that strive to improve their practices and staff qualifications. It also allows families to identify programs with higher quality.
<b>Language from statute:</b>	There is no language in state statute, but there is in rules 6910- in terms of how NH QRS fits in with tiered reimbursement.

### Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

<b>Rating structure:</b>	New Hampshire QRS does not use a traditional rating structure. It includes 3 tiers which are licensed, licensed plus, and national accreditation.
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Licensed PLUS does not use ratings per se. There is only one level involved which requires that a program meets 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total to choose from).

**Number of levels:**

N/A. Within the required standards, there is only one attainable level for Licensed Plus (which is meeting 16 total standards).

Outside the standards, New Hampshire currently has four designations for quality child care including 3 levels of regulated child care; Licensed, Licensed Plus and Accredited. It also recognizes a 4<sup>th</sup> designation for quality care classified as Licensed Exempt (when individuals care for 3 or fewer unrelated children in addition to their own without requirements for licensure). Consider 2 levels beyond licensing (licensed plus and accreditation).

**Length of time rating is valid:**

For programs using Option 1, rating is valid for 1 year. For programs using Option 2, there is a 1 year update and 3 year re-application.

**Rating process:**

For National Accreditation, a program can contact the Child Care Resource and Referral program and the national accrediting organization to complete the application process and to prepare for the validation visit. When the program has been awarded the accreditation, they send it to the Child Development Bureau Credential Specialist. For Licensed-Plus, a program seeking a rating can access information through the State website, the Child Care Resource and Referral program or the Child Development Bureau Credential Specialist. The program can access the forms through the State website and can request technical assistance through the Child Care Resource and Referral program. The program mails the application to the Child Development Bureau Credential Specialist, who reviews the application packet. If there are documents missing, insufficient documentation or documentation of unacceptable quality, the Credential Specialist will contact the program to discuss what is needed. When the application packet is complete and of adequate quality, the Credential Specialist awards the Licensed-Plus designation.

<b>Method of combining points:</b>	Licensed Plus programs must meet 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total). Each standard is weighted equally.
<b>Method used to assess programs for infants/toddlers:</b>	No
<b>Method used to assess programs for school-aged children:</b>	No
<b>Different process used to assess family child care:</b>	There are different indicators within standards for Family-Based programs (Family Care Homes and Family Group Care Homes).
<b>Different process used to assess Head Start/Early Head Start:</b>	Programs can use the Head Start status as one option to show a recent federal review with no deficiencies.
<b>Different process used to assess accredited programs:</b>	Programs working toward accreditation have a different application process. While most programs apply using Option 1, Option 2 enables programs that are already engaged in meeting national quality standards to document that effort in lieu of documenting compliance with other specific Licensed Plus Standards. However, programs that are fully accredited have exceeded the requirements and are no longer eligible for Licensed Plus. Accreditation is a completely different tier from Licensed Plus.
<b>Events that trigger re-rating:</b>	Licensing violation
<b>Appeal process:</b>	Yes
<b>Availability of technical assistance for rating process:</b>	Yes
<b>Description of technical assistance for rating process:</b>	Technical assistance is available through the local Child Care Resource and Referral programs. This assistance includes providing information regarding best practice, providing sample forms and policy/procedure statements and reviewing draft applications for both National Accreditation and Licensed-Plus.
<b>Availability of technical assistance for preparatory process:</b>	Yes
<b>Description of technical assistance for preparatory process:</b>	Technical assistance is available through the local Child Care Resource and Referral programs.

## Quality Indicators for Center-Based Programs

### Licensed-Plus Level Designation for Child Care Centers *(applying using Option 1 unless otherwise specified)*

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size,

health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

<b>Number of site-specific indicator categories:</b>	8
<b>Site-specific names of categories used in the QRS:</b>	Regulation Administration and Business Practices Learning Environment Parent/Family Involvement Children with Special Needs Professional Development Staff Qualifications and Compensation Program Evaluation

### Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	Yes
<b>Licensing compliance referred to within:</b>	Regulation
<b>Source of evidence:</b>	Documentation submitted
<b>Comments:</b>	Licensing serves as the first tier of New Hampshire's Quality Rating System. Licensing forms the basis of the Licensed Plus tier.

### Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	No
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### Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Curriculum indicators included:</b>	Yes
<b>Description:</b>	-Programs have the option to have a written curriculum statement that outlines and explains the program's current curriculum. -Programs have the option to have a written curriculum plan.
<b>Curriculum review process:</b>	No
<b>Curriculum referred to within:</b>	Learning Environment
<b>Curriculum source of evidence:</b>	Documentation submitted

## Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	Yes
<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of recognized ERS scores:</b>	Scores are not specified.
<b>Description:</b>	Having the appropriate ERS completed is an optional indicator.  The program also has the option of having a written improvement plan based on evaluation tools chosen by the program director.
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features) :</b>	None
<b>Environment referred to within:</b>	Program Evaluation
<b>Environment source of evidence:</b>	Documentation submitted. New Hampshire's QRS does not conduct observations but only collects documentation. If a

program wants additional points for an observation, a private consultant must be hired by that program.

## Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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## Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
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<b>Indicators for teachers include:</b>	Education, training
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<b>Indicators for directors include:</b>	Education, training
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<b>Directors qualifications related to administration and management</b>	No
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<b>Bachelors degree indicator for director:</b>	No
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<b>Bachelors degree indicator for teacher:</b>	No
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<b>Bachelors degree indicator for assistant teacher:</b>	No
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<b>Description:</b>	<p><b>Required indicators:</b></p> <ul style="list-style-type: none"> <li>-The program director(s) and all associate and lead teachers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management, administration or leadership.</li> <li>-The program director must initial to verify that professional development plans are in place for the program director(s) and associate and lead teachers; and/or</li> <li>-The program director and associate and lead teachers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.</li> <li>-At least one current employee has, in the past twelve months, attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2)</li> </ul>
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**Required indicators:**

-The program director(s) and all associate and lead teachers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management, administration or leadership.

-The program director must initial to verify that professional development plans are in place for the program director(s) and associate and lead teachers; and/or

-The program director and associate and lead teachers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.

-At least one current employee has, in the past twelve months, attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2)

**Optional indicator:**

-As an option for points, at least half the program’s teaching staff must have at least 12 college credits in early childhood education and/or child development.

Note: At least one current employee is required, in the past twelve months, to have attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2).

<b>Staff qualifications referred to within:</b>	Staff Qualifications and Compensation; Learning Environment
<b>Staff qualifications source of evidence</b>	Documentation submitted

**Family Partnership (centers)**

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Family partnership indicators included:** Yes

**Description:** **Required indicators:**

- The families of enrolled children are welcome in the program at all times.
- The program must communicate with parents/families of enrolled children, in writing, on a regular basis.
- The program director or family child care provider must submit a copy of the program’s parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.

**Optional indicators:**

- Program policies must be communicated to the parents/families of enrolled children via a parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication.
- Programs must offer the parents of enrolled children a parent/teacher conference on an



annual basis.  
-The program director has completed a strengthening families self-assessment form.

**Family partnership referred to within:** Parent/Family Involvement, Program Evaluation

**Family partnership source of evidence:** Documentation submitted

## Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Administration and management indicators included:** Yes

### Description:

#### Required indicators:

- Annual performance evaluations for all administrative and teaching staff
- Written personnel policies and/or a staff handbook
- Programs must document the benefits provided to all program staff, including paid vacations, holiday, and health insurance.
- The program director must submit a copy of the program's parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.

#### Optional indicators:

- The program must have a written salary scale, which indicates compensation ranges for positions based on qualifications and tenure.
- Written job descriptions for each paid position
- The program director must submit a copy of the program's staff survey and initial a statement on the application, verifying that staff surveys have been distributed to all staff within the past 12 months.

**Administration and management referred to within:** Administration and Business Practices, Staff Qualifications and Compensation, Program Evaluation

**Administration and management source of evidence:** Documentation submitted

## Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

<b>Accreditation included:</b>	Yes
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<b>If yes, is accreditation:</b>	For applying using Option 2, centers must prove that they are engaged in a national accreditation process but have not yet achieved national accreditation.  National Association for the Education of Young Children (NAEYC) is accepted by New Hampshire QRS for child care centers.
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## Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	Yes
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<b>Comments:</b>	The programs are required to welcome children and families of all abilities and must modify the program and make reasonable accommodations to maintain children with special needs in the program.
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Note 1: Option 2 states that a program participating in the Head Start federal review process must be without a deficiency (for Head Start programs that are interested).

Note 2: Option 2 states that Center Based Programs must have evidence of participation in “Step Two: Becoming an Applicant for NAEYC Accreditation”.

## Indicators for Family Child Care Programs

### Licensed-Plus Level Designation for Family-Based Programs (family care homes & family group care homes) (applying using Option 1 unless otherwise specified)

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

<b>Number of site-specific indicator categories:</b>	8
<b>Site-specific names of categories used in the QRS:</b>	Regulation Administration and Business Practices Learning Environment Parent/Family Involvement Children with Special Needs Professional Development Staff Qualifications and Compensation Program Evaluation

### Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children’s basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	Yes
<b>Licensing compliance referred to within:</b>	Regulation
<b>Source of evidence:</b>	Documentation submitted
<b>Comments:</b>	Licensing serves as the first tier of New Hampshire’s Quality Rating System. Licensing

forms the basis of the Licensed Plus tier.

## Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	No
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## Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Curriculum indicators included:</b>	Yes
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<b>Description:</b>	-Programs have the option to have a written curriculum statement that outlines and explains the program's current curriculum. -Programs have the option to have a written curriculum plan.
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<b>Curriculum review process:</b>	Information not available
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<b>Description of curriculum review process:</b>	Information not available
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<b>Curriculum referred to within:</b>	Learning Environment
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<b>Curriculum source of evidence:</b>	Documentation submitted
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## Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	Yes
<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of recognized ERS scores:</b>	Scores are not specified.
<b>Description:</b>	Having the appropriate ERS completed is an optional indicator.  The program also has the option of having a written improvement plan based on evaluation tools chosen by the program director.
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features) :</b>	None
<b>Environment referred to within:</b>	Program Evaluation
<b>Environment source of evidence:</b>	Documentation submitted. New Hampshire's QRS does not conduct observations but only collects documentation. If a program wants additional points for an observation, a private consultant must be hired by that program.

### Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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### Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
<b>Indicators for family child care providers include:</b>	Education, training
<b>Family child care qualifications related to administration and management</b>	No
<b>Bachelors degree indicator for family child care provider:</b>	No
<b>Description:</b>	<b>Required indicators:</b> -All family child care providers and workers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management,

administration or leadership.

-The family child care provider must initial to verify that professional development plans are in place for family child care providers and workers; and/or

-Family child care providers and workers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.

**Optional indicator:**

-As an option, the family child care provider can have at least 12 college credits in early childhood education and/or child development.

Note: At least one current employee is required, in the past twelve months, to have attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2).

<b>Staff qualifications referred to within:</b>	Staff Qualifications and Compensation; Learning Environment
<b>Staff qualifications source of evidence</b>	Documentation submitted

**Family Partnership (family child care)**

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>Required indicators:</b></p> <ul style="list-style-type: none"> <li>-The families of enrolled children are welcome in the program at all times.</li> <li>-The program must communicate with parents/families of enrolled children, in writing, on a regular basis.</li> <li>-Program policies must be communicated to the parents/families of enrolled children via a parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication (only required for Family Group Homes).</li> <li>-The program director or family child care provider must submit a copy of the program's</li> </ul>

parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.

**Optional indicators:**

- Programs must offer the parents of enrolled children a parent/teacher conference on an annual basis.
- The program director has completed a strengthening families self-assessment form.

<b>Family partnership referred to within:</b>	Parent/Family Involvement, Program Evaluation
<b>Family partnership source of evidence:</b>	Documentation submitted

### Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Administration and management indicators included:** Yes

**Description:**

**Required indicators:**

- Programs must document the benefits provided to all program staff, including paid vacations, holiday, and health insurance.
- The program director must submit a copy of the program’s parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.
- The provider must document that he or she has completed a one-year operating budget or has liability insurance coverage. Or, the provider must initial a statement verifying that applicable taxes has been/will be filed annually.
- Written personnel policies and/or a staff handbook (required for Family Group Homes only)

**Optional indicators:**

- The program must have a written salary scale, which indicates compensation ranges for positions based on qualifications and tenure.
- Written job descriptions for each paid position
- The program director must submit a copy of the

program's staff survey and initial a statement on the application, verifying that staff surveys have been distributed to all staff within the past 12 months.

**Administration and management referred to within:** Administration and Business Practices

**Administration and management source of evidence:** Documentation submitted

## Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

**Cultural/linguistic diversity indicators included:** No

## Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

**Accreditation included:** Yes

**If yes, is accreditation:** For Option 2, programs must prove that they are engaged in a national accreditation process but have not yet achieved national accreditation.

National Association for Family Child Care (NAFCC) is accepted by New Hampshire QRS for providers who are caring for children in the provider's own home.

## Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Community involvement indicators included:** No

## Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements



for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	Yes
<b>Comments:</b>	The program is required to welcome children and families of all abilities and must modify the program and make reasonable accommodations to maintain children with special needs in the program.

Note 1: Option 2 states that a program participating in the Head Start federal review process must be without a deficiency (for Head Start programs that are interested).

Note 2: Option 2 states that Family Child care homes must have a letter from NAFCC confirming that an “observation visit” has been requested by the program director. Or Evidence of participation in “Step Two: Becoming an Applicant for NAEYC Accreditation”.

## Application Process

Information in this section describes specific features of the application process in the QRS.

<b>Requires self-assessment tool:</b>	No
<b>Describe self-assessment tool:</b>	Programs in the Licensed-Plus level designation are given the option to complete the Environment Rating Scale and the Strengthening Families Assessment tool. Both of these tools may serve as a self-assessment. For the 3 <sup>rd</sup> tier (national accreditation), programs are required to complete a self-assessment.
<b>Availability of preparatory process:</b>	No
<b>Requires orientation:</b>	No
<b>Time from application to rating:</b>	3-6 months
<b>Can apply for particular rating:</b>	Yes
<b>Describe apply for particular rating:</b>	There are two options available when applying to Licensed Plus. Option 1 allows programs that are interested in improving quality, but that may not be ready to seek accreditation, to be recognized for their documented efforts to achieve higher quality. Option 2 enables programs that are already engaged in working toward meeting national quality standards to document that effort in lieu of documenting compliance with other specific Licensed Plus Standards. Those in option 2

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have to demonstrate that they are working on accreditation packet

Note: Licensed PLUS does not use ratings per se. There is only one level that requires meeting 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total, 11 required and 11 optional).

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## Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

<b>Outreach to parents:</b>	Yes
<b>Method of outreach to parents:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Outreach to providers:</b>	Yes
<b>Method of outreach to providers:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Outreach to public:</b>	Yes
<b>Method of outreach to public:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Percent of budget dedicated to marketing:</b>	0%

## Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

<b>Observational tools used:</b>	N/A
<b>Comments:</b>	<p>Having a completed Environment Rating Scale is an optional standard within Program Evaluation. Scores are not specified. The completion is worth 1 additional point towards a program's final total.</p> <p>New Hampshire's QRS does not conduct observations but only collects documentation. If a program wants additional points for an observation, a private consultant must be hired by that program.</p>

## Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

<b>Training available that is linked to QRS:</b>	No
<b>Onsite assistance available that is linked to QRS:</b>	Yes
<b>Content of linked onsite assistance:</b>	Specific curriculum, language and literacy, business practices, child assessment, social and emotional development, safety, environment assessment, and support and navigating QRS.
<b>Onsite assistance frequency</b>	Varies
<b>Length of onsite sessions</b>	Varies
<b>Total duration of onsite assistance:</b>	Varies
<b>Formal approval for onsite assistance provider:</b>	Yes
<b>Target population for onsite assistance:</b>	All providers
<b>Comments about improvement process:</b>	Child Care Resource & Referrals provide onsite trainings and work with individuals to apply for credentials.

## Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

<b>Tiered reimbursement:</b>	Yes. Until January 1, 2010 the tiered reimbursement was to pay 5% above the licensed child care scholarship rate to programs that were Licensed-Plus designated, and to pay 10% above the licensed child care scholarship rate to programs that were nationally accredited. Due to a deficit in the child care scholarship program caused by a rapid increase in the number of eligible children, the tiered reimbursement system has been suspended.
<b>Quality award/bonus:</b>	No
<b>Startup award:</b>	No
<b>Scholarship (T.E.A.C.H)</b>	No
<b>Wage enhancement</b>	No
<b>Retention bonus:</b>	No
<b>Improvement grants:</b>	No
<b>Comments on financial incentives:</b>	New Hampshire's QRS switched on June 29, 2009 from having Quality Awards to using tiered reimbursement.

## Administration Details

This section provides details about the QRS administration and funding.

<b>QRS lead :</b>	The Bureau of Continuous Improvement & Integrity, Child Development Bureau and child care licensing unit
<b>QRS lead type:</b>	State government agency
<b>Overall funding amount for most recent fiscal year:</b>	\$500,000 for licensed plus and \$180,000 for nationally accredited programs
<b>Overall funding sources:</b>	Child Care and Development Fund
<b>Administration funding for most recent fiscal year:</b>	Information not available
<b>Administration funding source:</b>	Information not available
<b>Quality improvement funding for most recent fiscal year:</b>	Information not available
<b>Quality improvement funding source:</b>	Information not available
<b>Evaluation funding for most recent fiscal year:</b>	N/A

## Partners

This section provides information about the roles and responsibilities of partners in the QRS.

<b>Partner 1 type :</b>	Resource and referral agency
<b>Partner 1 name:</b>	New Hampshire Child Care Resource and Referral Network
<b>Partner 1 function:</b>	Provide technical assistance and quality improvement services, and manage communication/information dissemination
<b>Work plan in place:</b>	Yes

## Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

<b>Child care subsidies :</b>	Yes
<b>Description:</b>	Only programs linked to subsidy may receive the financial incentives.
<b>Professional development:</b>	Yes

<b>Description</b>	New Hampshire Early Childhood Professional Development System is linked to Licensed Plus (a minimum Credential 1 is required for program directors and associates and lead teachers/ family child care providers and workers).
<b>Incorporation of other standards:</b>	Yes
<b>Description:</b>	New Hampshire Early Learning Guidelines

## Evaluation

<b>Status of evaluation :</b>	No evaluation to date.
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## Key Contacts

<b>Category :</b>	<b>Overall management</b>
<b>Contact name:</b>	Ellen Wheatley, Ph.D.
<b>Organization:</b>	Child Development Bureau Administrator, NH Department of Health and Human Services <a href="mailto:ewheatley@dhhs.state.nh.us">ewheatley@dhhs.state.nh.us</a>
<b>Email:</b>	
<b>Phone:</b>	603-271-8153
<b>Category :</b>	<b>Overall management, Quality Improvement and support</b>
<b>Contact name:</b>	Denise Corvino
<b>Organization:</b>	Chief of Child Care Licensing Unit, NH Department of Health and Human Services <a href="mailto:dcorvino@dhhs.state.nh.us">dcorvino@dhhs.state.nh.us</a>
<b>Email:</b>	
<b>Phone:</b>	603-271-4590
<b>Category :</b>	<b>Tiered reimbursement and connections with subsidy, Distribution of financial incentives</b>
<b>Contact name:</b>	Patrick McGowan
<b>Organization:</b>	Contract Specialist
<b>Email:</b>	
<b>Phone:</b>	603-271-4843
<b>Category :</b>	<b>Quality improvements and support</b>
<b>Contact name:</b>	Kristin Booth
<b>Organization:</b>	Program Improvement Specialist, NH Department of Health and Human Services
<b>Email:</b>	

<b>Phone:</b>	<a href="mailto:kbooth@dhhs.state.nh.us">kbooth@dhhs.state.nh.us</a> 603-271-8167
<b>Category :</b>	<b>Data systems, monitoring and evaluation</b>
<b>Contact name:</b>	Sharon Lee
<b>Organization:</b>	Licensed-Plus Specialist
<b>Email:</b>	
<b>Phone:</b>	603-271-4829

### References

New Hampshire Department of Health and Human Services Office of Operations Support/Continuous Improvement and Integrity. "Licensed Plus Option 1 Standards" (8 March, 2006).  
<http://www.dhhs.state.nh.us/NR/rdonlyres/efi46dgl7pvnzezmlD2rgwwnjfd64mbkd5cj6g3xs4kblauamcryra2zfooqxth7mdkjejaa45biwxfgr3xz7c2zqia/LICENSED+PLUS+OPTION+1+STANDARDS+03-22-06.pdf>

New Hampshire Department of Health and Human Services Office of Operations Support/Continuous Improvement and Integrity. "Licensed Plus Option 2 Standards" (22 March,06).  
<http://www.dhhs.state.nh.us/NR/rdonlyres/eclge2emvngtbtv4iyhdarb57l7rsrduycsythkft44ca7xspwexmimbomokfuI3526gguhrki6mxfy7dyqfefv6qd/Licensed+Plus+Option+2+Standards+03-22-06.pdf>

Licensed PLUS does not use ratings per se. There is only one level involved which requires that a program meets 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total to choose from).

**Number of levels:**

N/A. Within the required standards, there is only one attainable level for Licensed Plus (which is meeting 16 total standards).

Outside the standards, New Hampshire currently has four designations for quality child care including 3 levels of regulated child care; Licensed, Licensed Plus and Accredited. It also recognizes a 4<sup>th</sup> designation for quality care classified as Licensed Exempt (when individuals care for 3 or fewer unrelated children in addition to their own without requirements for licensure). Consider 2 levels beyond licensing (licensed plus and accreditation).

**Length of time rating is valid:**

For programs using Option 1, rating is valid for 1 year. For programs using Option 2, there is a 1 year update and 3 year re-application.

**Rating process:**

For National Accreditation, a program can contact the Child Care Resource and Referral program and the national accrediting organization to complete the application process and to prepare for the validation visit. When the program has been awarded the accreditation, they send it to the Child Development Bureau Credential Specialist. For Licensed-Plus, a program seeking a rating can access information through the State website, the Child Care Resource and Referral program or the Child Development Bureau Credential Specialist. The program can access the forms through the State website and can request technical assistance through the Child Care Resource and Referral program. The program mails the application to the Child Development Bureau Credential Specialist, who reviews the application packet. If there are documents missing, insufficient documentation or documentation of unacceptable quality, the Credential Specialist will contact the program to discuss what is needed. When the application packet is complete and of adequate quality, the Credential Specialist awards the Licensed-Plus designation.

<b>Method of combining points:</b>	Licensed Plus programs must meet 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total). Each standard is weighted equally.
<b>Method used to assess programs for infants/toddlers:</b>	No
<b>Method used to assess programs for school-aged children:</b>	No
<b>Different process used to assess family child care:</b>	There are different indicators within standards for Family-Based programs (Family Care Homes and Family Group Care Homes).
<b>Different process used to assess Head Start/Early Head Start:</b>	Programs can use the Head Start status as one option to show a recent federal review with no deficiencies.
<b>Different process used to assess accredited programs:</b>	Programs working toward accreditation have a different application process. While most programs apply using Option 1, Option 2 enables programs that are already engaged in meeting national quality standards to document that effort in lieu of documenting compliance with other specific Licensed Plus Standards. However, programs that are fully accredited have exceeded the requirements and are no longer eligible for Licensed Plus. Accreditation is a completely different tier from Licensed Plus.
<b>Events that trigger re-rating:</b>	Licensing violation
<b>Appeal process:</b>	Yes
<b>Availability of technical assistance for rating process:</b>	Yes
<b>Description of technical assistance for rating process:</b>	Technical assistance is available through the local Child Care Resource and Referral programs. This assistance includes providing information regarding best practice, providing sample forms and policy/procedure statements and reviewing draft applications for both National Accreditation and Licensed-Plus.
<b>Availability of technical assistance for preparatory process:</b>	Yes
<b>Description of technical assistance for preparatory process:</b>	Technical assistance is available through the local Child Care Resource and Referral programs.

## Quality Indicators for Center-Based Programs

### Licensed-Plus Level Designation for Child Care Centers *(applying using Option 1 unless otherwise specified)*

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size,



health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

<b>Number of site-specific indicator categories:</b>	8
<b>Site-specific names of categories used in the QRS:</b>	Regulation Administration and Business Practices Learning Environment Parent/Family Involvement Children with Special Needs Professional Development Staff Qualifications and Compensation Program Evaluation

### Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	Yes
<b>Licensing compliance referred to within:</b>	Regulation
<b>Source of evidence:</b>	Documentation submitted
<b>Comments:</b>	Licensing serves as the first tier of New Hampshire's Quality Rating System. Licensing forms the basis of the Licensed Plus tier.

### Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	No
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### Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Curriculum indicators included:</b>	Yes
<b>Description:</b>	-Programs have the option to have a written curriculum statement that outlines and explains the program's current curriculum. -Programs have the option to have a written curriculum plan.
<b>Curriculum review process:</b>	No
<b>Curriculum referred to within:</b>	Learning Environment
<b>Curriculum source of evidence:</b>	Documentation submitted

## Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	Yes
<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of recognized ERS scores:</b>	Scores are not specified.
<b>Description:</b>	Having the appropriate ERS completed is an optional indicator.  The program also has the option of having a written improvement plan based on evaluation tools chosen by the program director.
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features) :</b>	None
<b>Environment referred to within:</b>	Program Evaluation
<b>Environment source of evidence:</b>	Documentation submitted. New Hampshire's QRS does not conduct observations but only collects documentation. If a

program wants additional points for an observation, a private consultant must be hired by that program.

**Child Assessment (centers)**

Indicators in this section refer to processes in place to assess, observe or monitor children’s development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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**Staff Qualifications (centers)**

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
<b>Indicators for teachers include:</b>	Education, training
<b>Indicators for directors include:</b>	Education, training
<b>Directors qualifications related to administration and management</b>	No
<b>Bachelors degree indicator for director:</b>	No
<b>Bachelors degree indicator for teacher:</b>	No
<b>Bachelors degree indicator for assistant teacher:</b>	No
<b>Description:</b>	<p><b>Required indicators:</b></p> <ul style="list-style-type: none"> <li>-The program director(s) and all associate and lead teachers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management, administration or leadership.</li> <li>-The program director must initial to verify that professional development plans are in place for the program director(s) and associate and lead teachers; and/or</li> <li>-The program director and associate and lead teachers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.</li> <li>-At least one current employee has, in the past twelve months, attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2)</li> </ul>

**Optional indicator:**

-As an option for points, at least half the program’s teaching staff must have at least 12 college credits in early childhood education and/or child development.

Note: At least one current employee is required, in the past twelve months, to have attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2).

<b>Staff qualifications referred to within:</b>	Staff Qualifications and Compensation; Learning Environment
<b>Staff qualifications source of evidence</b>	Documentation submitted

**Family Partnership (centers)**

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>Required indicators:</b></p> <ul style="list-style-type: none"> <li>-The families of enrolled children are welcome in the program at all times.</li> <li>-The program must communicate with parents/families of enrolled children, in writing, on a regular basis.</li> <li>-The program director or family child care provider must submit a copy of the program’s parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.</li> </ul> <p><b>Optional indicators:</b></p> <ul style="list-style-type: none"> <li>-Program policies must be communicated to the parents/families of enrolled children via a parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication.</li> <li>-Programs must offer the parents of enrolled children a parent/teacher conference on an</li> </ul>

annual basis.  
-The program director has completed a strengthening families self-assessment form.

**Family partnership referred to within:** Parent/Family Involvement, Program Evaluation

**Family partnership source of evidence:** Documentation submitted

## Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Administration and management indicators included:** Yes

### Description:

#### Required indicators:

- Annual performance evaluations for all administrative and teaching staff
- Written personnel policies and/or a staff handbook
- Programs must document the benefits provided to all program staff, including paid vacations, holiday, and health insurance.
- The program director must submit a copy of the program's parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.

#### Optional indicators:

- The program must have a written salary scale, which indicates compensation ranges for positions based on qualifications and tenure.
- Written job descriptions for each paid position
- The program director must submit a copy of the program's staff survey and initial a statement on the application, verifying that staff surveys have been distributed to all staff within the past 12 months.

**Administration and management referred to within:** Administration and Business Practices, Staff Qualifications and Compensation, Program Evaluation

**Administration and management source of evidence:** Documentation submitted

## Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

<b>Accreditation included:</b>	Yes
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<b>If yes, is accreditation:</b>	For applying using Option 2, centers must prove that they are engaged in a national accreditation process but have not yet achieved national accreditation.  National Association for the Education of Young Children (NAEYC) is accepted by New Hampshire QRS for child care centers.
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## Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	Yes
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<b>Comments:</b>	The programs are required to welcome children and families of all abilities and must modify the program and make reasonable accommodations to maintain children with special needs in the program.
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Note 1: Option 2 states that a program participating in the Head Start federal review process must be without a deficiency (for Head Start programs that are interested).

Note 2: Option 2 states that Center Based Programs must have evidence of participation in “Step Two: Becoming an Applicant for NAEYC Accreditation”.

## Indicators for Family Child Care Programs

### Licensed-Plus Level Designation for Family-Based Programs (family care homes & family group care homes) (applying using Option 1 unless otherwise specified)

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

<b>Number of site-specific indicator categories:</b>	8
<b>Site-specific names of categories used in the QRS:</b>	Regulation Administration and Business Practices Learning Environment Parent/Family Involvement Children with Special Needs Professional Development Staff Qualifications and Compensation Program Evaluation

### Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children’s basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	Yes
<b>Licensing compliance referred to within:</b>	Regulation
<b>Source of evidence:</b>	Documentation submitted
<b>Comments:</b>	Licensing serves as the first tier of New Hampshire’s Quality Rating System. Licensing

forms the basis of the Licensed Plus tier.

## Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	No
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## Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Curriculum indicators included:</b>	Yes
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<b>Description:</b>	-Programs have the option to have a written curriculum statement that outlines and explains the program's current curriculum. -Programs have the option to have a written curriculum plan.
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<b>Curriculum review process:</b>	Information not available
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<b>Description of curriculum review process:</b>	Information not available
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<b>Curriculum referred to within:</b>	Learning Environment
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<b>Curriculum source of evidence:</b>	Documentation submitted
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## Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.



<b>Environment indicators included:</b>	Yes
<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of recognized ERS scores:</b>	Scores are not specified.
<b>Description:</b>	Having the appropriate ERS completed is an optional indicator.  The program also has the option of having a written improvement plan based on evaluation tools chosen by the program director.
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features) :</b>	None
<b>Environment referred to within:</b>	Program Evaluation
<b>Environment source of evidence:</b>	Documentation submitted. New Hampshire's QRS does not conduct observations but only collects documentation. If a program wants additional points for an observation, a private consultant must be hired by that program.

### Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	No
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### Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
<b>Indicators for family child care providers include:</b>	Education, training
<b>Family child care qualifications related to administration and management</b>	No
<b>Bachelors degree indicator for family child care provider:</b>	No
<b>Description:</b>	<b>Required indicators:</b> -All family child care providers and workers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management,

administration or leadership.

-The family child care provider must initial to verify that professional development plans are in place for family child care providers and workers; and/or

-Family child care providers and workers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.

**Optional indicator:**

-As an option, the family child care provider can have at least 12 college credits in early childhood education and/or child development.

Note: At least one current employee is required, in the past twelve months, to have attended a workshop incorporating New Hampshire Early Learning Guidelines (optional for Option 1, required for Option 2).

<b>Staff qualifications referred to within:</b>	Staff Qualifications and Compensation; Learning Environment
<b>Staff qualifications source of evidence</b>	Documentation submitted

**Family Partnership (family child care)**

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>Required indicators:</b></p> <ul style="list-style-type: none"> <li>-The families of enrolled children are welcome in the program at all times.</li> <li>-The program must communicate with parents/families of enrolled children, in writing, on a regular basis.</li> <li>-Program policies must be communicated to the parents/families of enrolled children via a parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication (only required for Family Group Homes).</li> <li>-The program director or family child care provider must submit a copy of the program's</li> </ul>

parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.

**Optional indicators:**

- Programs must offer the parents of enrolled children a parent/teacher conference on an annual basis.
- The program director has completed a strengthening families self-assessment form.

<b>Family partnership referred to within:</b>	Parent/Family Involvement, Program Evaluation
<b>Family partnership source of evidence:</b>	Documentation submitted

### Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Administration and management indicators included:** Yes

**Description:**

**Required indicators:**

- Programs must document the benefits provided to all program staff, including paid vacations, holiday, and health insurance.
- The program director must submit a copy of the program’s parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.
- The provider must document that he or she has completed a one-year operating budget or has liability insurance coverage. Or, the provider must initial a statement verifying that applicable taxes has been/will be filed annually.
- Written personnel policies and/or a staff handbook (required for Family Group Homes only)

**Optional indicators:**

- The program must have a written salary scale, which indicates compensation ranges for positions based on qualifications and tenure.
- Written job descriptions for each paid position
- The program director must submit a copy of the

program's staff survey and initial a statement on the application, verifying that staff surveys have been distributed to all staff within the past 12 months.

**Administration and management referred to within:** Administration and Business Practices

**Administration and management source of evidence:** Documentation submitted

## Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

**Cultural/linguistic diversity indicators included:** No

## Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

**Accreditation included:** Yes

**If yes, is accreditation:** For Option 2, programs must prove that they are engaged in a national accreditation process but have not yet achieved national accreditation.

National Association for Family Child Care (NAFCC) is accepted by New Hampshire QRS for providers who are caring for children in the provider's own home.

## Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Community involvement indicators included:** No

## Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements

for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	Yes
<b>Comments:</b>	The program is required to welcome children and families of all abilities and must modify the program and make reasonable accommodations to maintain children with special needs in the program.

Note 1: Option 2 states that a program participating in the Head Start federal review process must be without a deficiency (for Head Start programs that are interested).

Note 2: Option 2 states that Family Child care homes must have a letter from NAFCC confirming that an “observation visit” has been requested by the program director. Or Evidence of participation in “Step Two: Becoming an Applicant for NAEYC Accreditation”.

## Application Process

Information in this section describes specific features of the application process in the QRS.

<b>Requires self-assessment tool:</b>	No
<b>Describe self-assessment tool:</b>	Programs in the Licensed-Plus level designation are given the option to complete the Environment Rating Scale and the Strengthening Families Assessment tool. Both of these tools may serve as a self-assessment. For the 3 <sup>rd</sup> tier (national accreditation), programs are required to complete a self-assessment.
<b>Availability of preparatory process:</b>	No
<b>Requires orientation:</b>	No
<b>Time from application to rating:</b>	3-6 months
<b>Can apply for particular rating:</b>	Yes
<b>Describe apply for particular rating:</b>	There are two options available when applying to Licensed Plus. Option 1 allows programs that are interested in improving quality, but that may not be ready to seek accreditation, to be recognized for their documented efforts to achieve higher quality. Option 2 enables programs that are already engaged in working toward meeting national quality standards to document that effort in lieu of documenting compliance with other specific Licensed Plus Standards. Those in option 2

have to demonstrate that they are working on accreditation packet

Note: Licensed PLUS does not use ratings per se. There is only one level that requires meeting 11 required standards with 5 additional standards for a total of 16 standards (there are 22 standards available in total, 11 required and 11 optional).

## Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

<b>Outreach to parents:</b>	Yes
<b>Method of outreach to parents:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Outreach to providers:</b>	Yes
<b>Method of outreach to providers:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Outreach to public:</b>	Yes
<b>Method of outreach to public:</b>	Website, written materials disseminated through QRS contractors/partners
<b>Percent of budget dedicated to marketing:</b>	0%

## Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

<b>Observational tools used:</b>	N/A
<b>Comments:</b>	<p>Having a completed Environment Rating Scale is an optional standard within Program Evaluation. Scores are not specified. The completion is worth 1 additional point towards a program's final total.</p> <p>New Hampshire's QRS does not conduct observations but only collects documentation. If a program wants additional points for an observation, a private consultant must be hired by that program.</p>

## Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

<b>Training available that is linked to QRS:</b>	No
<b>Onsite assistance available that is linked to QRS:</b>	Yes
<b>Content of linked onsite assistance:</b>	Specific curriculum, language and literacy, business practices, child assessment, social and emotional development, safety, environment assessment, and support and navigating QRS.
<b>Onsite assistance frequency</b>	Varies
<b>Length of onsite sessions</b>	Varies
<b>Total duration of onsite assistance:</b>	Varies
<b>Formal approval for onsite assistance provider:</b>	Yes
<b>Target population for onsite assistance:</b>	All providers
<b>Comments about improvement process:</b>	Child Care Resource & Referrals provide onsite trainings and work with individuals to apply for credentials.

## Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

<b>Tiered reimbursement:</b>	Yes. Until January 1, 2010 the tiered reimbursement was to pay 5% above the licensed child care scholarship rate to programs that were Licensed-Plus designated, and to pay 10% above the licensed child care scholarship rate to programs that were nationally accredited. Due to a deficit in the child care scholarship program caused by a rapid increase in the number of eligible children, the tiered reimbursement system has been suspended.
<b>Quality award/bonus:</b>	No
<b>Startup award:</b>	No
<b>Scholarship (T.E.A.C.H)</b>	No
<b>Wage enhancement</b>	No
<b>Retention bonus:</b>	No
<b>Improvement grants:</b>	No
<b>Comments on financial incentives:</b>	New Hampshire's QRS switched on June 29, 2009 from having Quality Awards to using tiered reimbursement.

## Administration Details

This section provides details about the QRS administration and funding.

<b>QRS lead :</b>	The Bureau of Continuous Improvement & Integrity, Child Development Bureau and child care licensing unit
<b>QRS lead type:</b>	State government agency
<b>Overall funding amount for most recent fiscal year:</b>	\$500,000 for licensed plus and \$180,000 for nationally accredited programs
<b>Overall funding sources:</b>	Child Care and Development Fund
<b>Administration funding for most recent fiscal year:</b>	Information not available
<b>Administration funding source:</b>	Information not available
<b>Quality improvement funding for most recent fiscal year:</b>	Information not available
<b>Quality improvement funding source:</b>	Information not available
<b>Evaluation funding for most recent fiscal year:</b>	N/A

## Partners

This section provides information about the roles and responsibilities of partners in the QRS.

<b>Partner 1 type :</b>	Resource and referral agency
<b>Partner 1 name:</b>	New Hampshire Child Care Resource and Referral Network
<b>Partner 1 function:</b>	Provide technical assistance and quality improvement services, and manage communication/information dissemination
<b>Work plan in place:</b>	Yes

## Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

<b>Child care subsidies :</b>	Yes
<b>Description:</b>	Only programs linked to subsidy may receive the financial incentives.
<b>Professional development:</b>	Yes



<b>Description</b>	New Hampshire Early Childhood Professional Development System is linked to Licensed Plus (a minimum Credential 1 is required for program directors and associates and lead teachers/ family child care providers and workers).
<b>Incorporation of other standards:</b>	Yes
<b>Description:</b>	New Hampshire Early Learning Guidelines

## Evaluation

<b>Status of evaluation :</b>	No evaluation to date.
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## Key Contacts

<b>Category :</b>	<b>Overall management</b>
<b>Contact name:</b>	Ellen Wheatley, Ph.D.
<b>Organization:</b>	Child Development Bureau Administrator, NH Department of Health and Human Services <a href="mailto:ewheatley@dhhs.state.nh.us">ewheatley@dhhs.state.nh.us</a>
<b>Email:</b>	
<b>Phone:</b>	603-271-8153
<b>Category :</b>	<b>Overall management, Quality Improvement and support</b>
<b>Contact name:</b>	Denise Corvino
<b>Organization:</b>	Chief of Child Care Licensing Unit, NH Department of Health and Human Services <a href="mailto:dcorvino@dhhs.state.nh.us">dcorvino@dhhs.state.nh.us</a>
<b>Email:</b>	
<b>Phone:</b>	603-271-4590
<b>Category :</b>	<b>Tiered reimbursement and connections with subsidy, Distribution of financial incentives</b>
<b>Contact name:</b>	Patrick McGowan
<b>Organization:</b>	Contract Specialist
<b>Email:</b>	
<b>Phone:</b>	603-271-4843
<b>Category :</b>	<b>Quality improvements and support</b>
<b>Contact name:</b>	Kristin Booth
<b>Organization:</b>	Program Improvement Specialist, NH Department of Health and Human Services
<b>Email:</b>	

<b>Phone:</b>	<a href="mailto:kbooth@dhhs.state.nh.us">kbooth@dhhs.state.nh.us</a> 603-271-8167
<b>Category :</b>	<b>Data systems, monitoring and evaluation</b>
<b>Contact name:</b>	Sharon Lee
<b>Organization:</b>	Licensed-Plus Specialist
<b>Email:</b>	
<b>Phone:</b>	603-271-4829

## References

New Hampshire Department of Health and Human Services Office of Operations Support/Continuous Improvement and Integrity. "Licensed Plus Option 1 Standards" (8 March, 2006).  
<http://www.dhhs.state.nh.us/NR/rdonlyres/efi46dgl7pvnzezmlD2rgwwnjfd64mbkd5cj6g3xs4kblauamcryra2zfooqxth7mdkjejaa45biwxfgr3xz7c2zqia/LICENSED+PLUS+OPTION+1+STANDARDS+03-22-06.pdf>

New Hampshire Department of Health and Human Services Office of Operations Support/Continuous Improvement and Integrity. "Licensed Plus Option 2 Standards" (22 March,06).  
<http://www.dhhs.state.nh.us/NR/rdonlyres/eclge2emvngtbtv4iyhdarb57l7rsrduycsyuhkft44ca7xspwexmimbomokfuI3526gguhrki6mxfy7dyqfefv6qd/Licensed+Plus+Option+2+Standards+03-22-06.pdf>

# NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM – OPTION 1 STANDARDS

## GENERAL REQUIREMENTS

- To be eligible for Licensed Plus, you are required to document compliance with the eleven required standards that are highlighted and asterisked \* in Columns 2 and 3. In addition, you must select and demonstrate compliance with five additional standards for a total of **sixteen standards**.
- Programs that have been issued a Licensed Plus Certificate will be required to complete and submit an Update form annually, indicating any changes, along with updated supporting documentation.

### LICENSE TYPES:

<b>CENTER BASED PROGRAMS:</b>	<b>GROUP CHILD CARE AGENCY (GCCA)</b> <b>NIGHT CARE AGENCY (NCA)</b>	<b>CHILD CARE NURSERY (CCN)</b> <b>SCHOOL AGE PROGRAM (SAP)</b>	<b>PRE-SCHOOL PROGRAM (PSP)</b>
<b>FAMILY BASED PROGRAMS:</b>	<b>FAMILY CHILD CARE HOME (FCH)</b>	<b>FAMILY GROUP CHILD CARE HOME (FGCH)</b>	<b>NIGHT CARE PROGRAM (NCA)</b>

<u>LICENSED PLUS STANDARDS</u> (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
<b>REGULATION</b>			
1. The program must be licensed by the Department of Health and Human Services, Bureau of Child Care Licensing (BCCL). Programs with suspended or conditional licenses may not apply.	* <b>ALLCENTER BASED PROGRAMS</b>	* <b>ALL FAMILY BASED PROGRAMS</b>	Copy of your current license.  License number _____
<b>ADMINISTRATION &amp; BUSINESS PRACTICES</b>			
2. A Annual performance evaluations for all administrative and teaching staff.	* <b>ALLCENTER BASED PROGRAMS</b>	NOT APPLICABLE	The program director must initial a statement verifying that annual performance evaluations have been completed within the past 12 months for all administrative and teaching staff employed for at least 1 year, and submit a sample copy of your performance evaluation form(s).
2. B Business Practices (choose 1) The family child care provider must:  <input type="checkbox"/> Document that he or she has completed a one-year operating budget and has liability insurance coverage. OR  <input type="checkbox"/> b. The family child care provider must initial a statement verifying that applicable taxes have been/will be filed annually.	NOT APPLICABLE	* <b>ALL FAMILY BASED PROGRAMS</b>	Submit copies of a current projected one-year operating budget and written proof of liability insurance coverage.  or Submit an initialed statement verifying that applicable taxes have been/will be filed annually.

## NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM – OPTION 1 STANDARDS

<u>LICENSED PLUS STANDARDS</u> (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
<b>ADMINISTRATION &amp; BUSINESS PRACTICES CONTINUED</b>			
3. The program must have written personnel policies and/or a staff handbook that details the programs current personnel policies.	<b>* ALLCENTER BASED PROGRAMS</b>	<b>* FGCH ONLY</b>	Copy of your current policies and procedures manual or staff handbook.
4. The program must have written job descriptions for each paid position.			Copy of written job description for each paid position.
<b>LEARNING ENVIRONMENT</b>			
5. The program must document that at least one current employee has attended a workshop in the past twelve months incorporating New Hampshire Early Learning Guidelines.	<b>* ALLCENTER BASED PROGRAMS</b>	<b>* ALL FAMILY BASED PROGRAMS</b>	Copy of a certificate of attendance documenting that in the past 12 months at least 1 employee has attended a workshop incorporating NH Early Learning Guidelines. (Information regarding NH Early Learning Guidelines is available by logging on to <a href="http://www.nhccrr.org">www.nhccrr.org</a> )
6. The program must have a written curriculum statement that outlines and explains the program's current curriculum.			Copy of your curriculum statement that may include a philosophy or vision statement, staff handbook, and/or parent handbook or other written document that includes your program's current curriculum statement.
7. The program has a written curriculum plan.			Copy of the current curriculum plan used in your program.
<b>PARENT/FAMILY INVOLVEMENT</b>			
8. The families of enrolled children are welcome in the program at all times.	<b>* ALLCENTER BASED PROGRAMS</b>	<b>* ALL FAMILY BASED PROGRAMS</b>	Evidence of communication to families of enrolled children that they are welcome in the program, which may include a written policy statement, parent handbook, a picture of a welcome sign, welcome letter or other written communication which conveys this policy to parents.
9. Program policies must be communicated to the parents/families of enrolled children via a parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication.		<b>* FCH ONLY</b>	Copy of your parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication that informs parents of the program's policies.
10. The program must communicate with parents/families of enrolled children, in writing, on a regular basis.	<b>* ALLCENTER BASED PROGRAMS</b>	<b>* ALL FAMILY BASED PROGRAMS</b>	Evidence of this practice that may include but is not limited to a copy of parent newsletter, sample copy of weekly communication log, sample copies of memos to parents.

## NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM – OPTION 1 STANDARDS

<u>LICENSED PLUS STANDARDS</u> (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
<b>PARENT FAMILY INVOLVEMENT, CONTINUED</b>			
11. Programs must offer the parents of enrolled children a parent/teacher conference on an annual basis.			Initial a statement verifying that the program offers all parents of enrolled children a parent/teacher conference on an annual basis.
12. The program director has completed a strengthening families self-assessment form.			Copy of the completed Self-Assessment Form, strategies 1 – 7. signed by the program director. Note: the forms can be downloaded from : <a href="http://WWW.CSSP.ORG/UPLOADFILES/HANDBOOK.PDF">WWW.CSSP.ORG/UPLOADFILES/HANDBOOK.PDF</a> PAGES 28 - 57
<b>CHILDREN WITH SPECIAL NEEDS</b>			
13. The program must welcome children and families of all abilities and must modify the program and make reasonable accommodations to maintain children with special needs in the program.	<b>* ALLCENTER BASED PROGRAMS</b>	<b>* ALL FAMILY BASED PROGRAMS</b>	Written documentation that explains the inclusive policy and demonstrates that the program welcomes children and families of all abilities, makes modifications and reasonable accommodations to maintain children with special needs in the program, and supports employed staff in their professional development. The documentation may include a statement in your parent/family handbook with the applicable pages highlighted, promotional materials, and/or other written parent communication.
<b>PROFESSIONAL DEVELOPMENT</b>			
<p>14. <u>Center Based Programs</u> The program director(s) and all associate and lead teachers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management, administration or leadership.</p> <p><u>Family Based Programs</u> All family child care providers and workers have completed a minimum of 9 hours annually of professional development activities, including early childhood education, management, administration or leadership.</p>	<b>* ALLCENTER BASED PROGRAMS</b>	<b>* ALL FAMILY BASED PROGRAMS</b>	<p><u>Center Based Programs</u> Copy(ies) of completed training or education logs, signed by the program director, for 90% of the following positions: program director(s) and associate and lead teachers.</p> <p><u>Family Based Programs</u> Copy(ies) of a completed training or education log, signed by the family child care provider, for the family child care provider and family child care workers.</p>

## NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM – OPTION 1 STANDARDS

<u>LICENSED PLUS STANDARDS</u> (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
<b>PROFESSIONAL DEVELOPMENT CONTINUED</b>			
<p>15. <b>CENTER BASED PROGRAMS</b> – Choose 1 or both of the following option(s) as applicable.</p> <p>The program director must initial below to verify that professional development plans are in place for the program director(s) and associate and lead teachers.</p> <p>Initials: _____</p> <p>The program director and associate and lead teachers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.</p>	<p><b>* ALLCENTER BASED PROGRAMS</b></p>		<p>Copy of one completed professional development plan with name removed. Written statement from the director/family child care provider verifying that a plan is in place for each of the following positions: associate and lead teachers, and program directors.</p> <p>-or-</p> <p>Copy of credentials at minimum level 1 for the program director and associate and lead teachers.</p>
<p>15 Continued</p> <p><b>FAMILY BASED PROGRAMS</b> – choose 1 or both of the following options as applicable.</p> <p>The family child care provider must initial below to verify that professional development plans are in place for family child care providers and workers.</p> <p>Initials: _____</p> <p>Family child care providers and workers must have achieved Minimum Level 1 Credential from the New Hampshire Early Childhood Professional Development System, administered by DHHS, Child Development Bureau.</p>		<p><b>* ALL FAMILY BASED PROGRAMS</b></p>	<p>Copy of one completed professional development plan with name removed.</p> <p>Copy of credentials at minimum level 1.</p>

## NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM – OPTION 1 STANDARDS

<u>LICENSED PLUS STANDARDS</u> (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
<b>STAFF QUALIFICATIONS AND COMPENSATION</b>			
16. Programs must document the benefits provided to all program staff, including paid vacations, holiday, and health insurance.	<b>* ALLCENTER BASED PROGRAMS</b>	<b>* ALL FAMILY BASED PROGRAMS</b>	Center Based Programs – Written documentation of benefits provided to staff. Family Based Programs – Written documentation of benefits provided to the family child care provider and paid staff, which may include written parent/family communication indicating days off for which the program’s employees will be compensated.
<u>LICENSED PLUS STANDARDS</u> (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
17. In Center Based Programs, at least half the program’s teaching staff, and in Family Based Programs the family child care provider must have at least 12 college credits in early childhood education and/or child development.			Copy of relevant transcript(s) or degree received.
18. The program must have a written salary scale, which indicates compensation ranges for positions based on qualifications and tenure.			Copy of your current written salary scale.
<b>PROGRAM EVALUATION</b>			
19. The program director or family child care provider must submit a copy of the program’s parent survey and initial a statement on the application, verifying that parent surveys have been distributed to parents of enrolled children within the past 12 months.	<b>* ALLCENTER BASED PROGRAMS</b>	<b>* ALL FAMILY BASED PROGRAMS</b>	Copy of the program’s parent survey.
20. The program director or family child care provider must submit a copy of the program’s staff survey and initial a statement on the application, verifying that staff surveys have been distributed to all staff within the past 12 months.			Copy of your staff survey.

## NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM – OPTION 1 STANDARDS

<u>LICENSED PLUS STANDARDS</u> (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
<b>PROGRAM EVALUATION, CONTINUED</b>			
21. An environmental rating scale (ECERS, ITERS, FDCRS, SACERS, ECERS-R, ITERS-R) must be completed for the program.			Copy of your environmental rating scale report. Note: For more information on how to obtain the environmental rating scale(s) click on the following link or log on to: <a href="http://www.fpg.unc.edu/~ecers/">www.fpg.unc.edu/~ecers/</a>
22. The program must have a written improvement plan based on evaluation tools chosen by the program director.			Copy of your current written improvement plan.



# NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM OPTION 2 STANDARDS

## GENERAL REQUIREMENTS

- Option 2 is for programs that are engaged in a national accreditation process but have not yet achieved national accreditation. Programs that are currently nationally accredited have already **exceeded Licensed Plus requirements and are not eligible** for the NH Licensed Plus program.
- Programs that have been issued a Licensed Plus Certificate will be required to complete and submit an Update form annually, indicating any changes, along with updated supporting documentation, and will need to renew their Licensed Plus status every three years.

LICENSED PLUS STANDARDS ALTERNATIVE MODEL (OPTION TWO)		REQUIRED DOCUMENTATION
<b>REGULATION</b>		
*	1. You must have a child care agency license, issued by the NH Department of Health and Human Services that is current and is not conditional or suspended	Copy of your license from the Bureau of Child Care Licensing.  LICENSE NUMBER: _____
<b>LEARNING ENVIRONMENT</b>		
*	2. At least one current employee has, in the past twelve months, attended a workshop incorporating New Hampshire Early Learning Guidelines.	Copy of a certificate of attendance documenting that in the past 12 months at least 1 employee has attended a workshop incorporating NH Early Learning Guidelines.
*	3A. The program is participating in the Head Start federal review process.	Evidence of participation in the Head Start Federal Review Process, without a deficiency.
*	3B. The program is in the process of becoming accredited, as follows: (Place a check mark in the applicable boxes below.) <b>For family child care homes:</b> <input type="checkbox"/> The National Association for Family Child Care (NAFCC) or <input type="checkbox"/> The National Association for the Education of Young Children (NAEYC). <b>For Center Based Programs:</b> <input type="checkbox"/> The National Association for the Education of Young Children (NAEYC). <b>For School Age Programs:</b> <input type="checkbox"/> The National Afterschool Association	A letter from NAFCC confirming that an "observation visit" has been requested by the program director.  Evidence of participation in "Step Two: Becoming an Applicant for NAEYC Accreditation".  Evidence of participation in "Step Two: Becoming an Applicant for NAEYC Accreditation".  A letter from NAA confirming that the program's application for accreditation has been forwarded to the Regional Point Affiliate, Endorsement Visit Scheduler".