

Frequently Asked Questions about the Temporary Assessment Process



Does my Child Care Consultant know about this process?

Yes, they start the Temporary Assessment Process for your program, by submitting the request to NCRLAP. They will know when your scheduling window starts and will receive the Facility Summary Report when both parts of the process have been completed.

How do I request a Temporary Assessment?

Your DCDEE Child Care Consultant will submit the request to NCRLAP, so if you are interested in this process contact them to determine if this is an option for your program and what needs to be done.

Can I do one part of the Temporary Process and get partial credit (e.g., only do the Reflective Self-Study but not the Modified Assessment)?

No, both are required to earn more than 2 points for Program Standards. Once both parts are completed, higher scores on the modified assessments will allow additional points to be earned.

For how long will the points earned for the Temporary Assessment process be valid?

Three years

Questions about the Reflective Self-Study

How long will it take to complete the Reflective Self-Study?

Four weeks is the anticipated amount of time it will take for most programs to complete the Reflective Self-Study process, although if a program wants to get started early and spend more time before their Modified Assessment request is submitted, this is completely fine. The self-study process occurs before the assessor visits your program to complete the Modified Assessment(s).

Does the self-study process need to be completed before the assessor(s) visit?

Yes, when assessors arrive for the Modified Assessment(s), they will collect the verification form and completed worksheets for randomly selected classrooms or for the FCCH.

Does the teacher or the director complete the Reflective Self-Study?

Both will be involved and have different roles. The administrator shares introductory information about the process and guides teachers along the way, wrapping up with a reflection and goal setting conversation at the end. During the process teachers will learn more about the process, ideally review various resources, and complete three worksheets based on their current classroom practices.

Can I ask for help if I have questions about the worksheets?

Absolutely. It may be helpful to ask questions of other teachers or administrators at your program. It is also fine to contact NCRLAP with any questions. We also highly recommend working with a local technical assistance specialist (e.g., CCR&R, Partnership for Children) if this is possible for your program.

Is it OK to work with other teachers in my classroom on the worksheets?

Yes, this is highly recommended. We believe that including different perspectives will lead to more thorough reflections and also could help build shared understanding of different topics and situations in a classroom.

How is the self-study rated or graded?

There is not a rating for the content of the Reflective Self-Study, instead what will be verified is that each step was completed. This includes the verification form and also that each classroom (or FCCH) completed all three Thinking More About worksheets fully, with individual responses.

If a worksheet was not fully completed or it does not appear to have been completed by the teacher, the assessor will return the worksheet and ask for additional information or steps to be completed, before it is collected, and the Reflective Self-Study is counted as complete.

Will the assessors take my copy of the Thinking More About worksheets? What if I would like to use them more later?

All of the worksheets should be available when assessors arrive; however, they will need copies only for the randomly selected classrooms in a center. If your program can make a copy of the worksheets that is fine; alternatively, assessors can photograph the worksheets to have a copy. For a FCCH, all three worksheets will be collected by either of these methods.

For FCCH, how is the Reflective Self-Study different from the self-study FCCHs already have to do?

For the self-study starting at the 2 pt. level FCCH providers choose how and what to focus on related to their program and the FCCERS-R over a 3-month period. For the Reflective Self-Study starting at the 3 pt. level there are specific steps and worksheets that must be completed; it can occur in a 1-month period, but can also be longer if started earlier, before the assessment request is submitted.

Any activities completed for the Reflective Self-Study in the time period before the assessment request is submitted can also be applied to the existing self-study requirement, but simply completing it in 1 month will not satisfy the current self-study requirement starting at the 2-pt. level. So, if a FCCH provider wants to begin the Reflective Self-Study earlier as part of their current self-study and let it extend over the 3-month period before consultants submit the assessment request to NCRLAP that is fine, and it can count for both processes if the required steps and forms are completed. Alternately, a FCCH provider may want to engage in other self-study activities at first, and build on these by completing the Reflective Self-Study once the assessment request is submitted.

Questions about the Modified Assessments

When will assessors visit my program?

For the Modified Assessments, assessors will visit your program after the Reflective Self-Study. There will be a four-week scheduling window with block-out dates available, similar to the usual assessment process. To set the arrival time, the scheduler will ask when classrooms are empty during the school day (e.g., playground times, a room with an early closing or later opening time, etc.). The assessor will need to spend 30-45 minutes in the room to take photos and notes. If multiple assessments are needed, they will visit other classrooms for the same amount of time. In limited instances, if completing the assessment during daytime hours is not possible, it may be necessary to schedule a visit outside of operating hours with the administrator (or designated staff).

What will the assessors take pictures of?

Pictures will be taken of the indoor and outdoor environment(s), including the overall space, furnishings, equipment, display, and materials. Photos will be taken when children are not present; if program staff are in the classroom, they will be told when pictures are being taken, so they can step out if they do not want to be in the images.

Do assessors have to follow the same health and safety guidelines we do when they visit our program?

Assessors will follow all guidance specified in the Child Care Strong NC Public Health Toolkit Interim Guidance. They will expect to complete your screening process when they arrive. If your program has additional specifications, please let the scheduler know when they speak with you, so assessors can be informed in advance.

What happens if the children need to come back into the classroom while the assessor is there?

This is likely to occur at times and should be fine. Assessors do need at least some time in an empty classroom to take photographs. However, if children are in the classroom as the assessor looks at materials and take notes, the assessor will move around as needed to complete their work. They will make every attempt to avoid coming into close contact and will finish up as quickly as possible. At any time, teachers should feel comfortable asking the assessor to move to another location as needed.

When and where will the interview with the teacher occur?

We believe that many interviews will occur by Zoom or phone following the assessor's visit (e.g., that afternoon or the very next day if it is not possible to arrange it for the same day). This will be scheduled before the assessor leaves the program. If you would prefer that the interview occurs on-site while the assessor is present, this is also fine. It could occur outdoors or in a well-ventilated area indoors where social distancing is possible. As usual, the cannot occur while teachers are responsible for supervising children, so arrangements for other staff to step in during the interview are expected.

Are the ERS requirements the same and what if we have to follow additional or higher standards because of COVID, or we are not allowed to do a particular activity currently?

The ERS requirements have not increased or changed based on requirements found in the Child Care Strong NC Public Health Toolkit Interim Guidance. Programs should carefully adhere to this guidance every day, but it does not change/increase the scoring requirements for the Modified Assessments. We have carefully considered the guidance and potential impact for the items that are included in the Modified Assessments; the items being scored do not require any prohibited activities or materials, or even ones that are not recommended. Initially, we did not think we would be able to score items related to sensory play (e.g., sand, water, etc.). However, even though there is still some guidance around how to do sand or water play in the current guidance, it is allowed again. Likewise, we often get questions about whether soft toys or a cozy area is still required. The answer is yes, because while all items in the classroom must be easy to clean or wash per the current guidance, this does not prohibit the use of soft furnishings to create cozy areas or soft toys for children to play with.

What if I disagree with the scores assigned during the Modified Assessment?

For initial questions, you can ask your DCDEE Child Care Consultant or contact NCRLAP. If this does not resolve the situation, you will be able to complete a grievance process, similar to what occurs for the regular assessment process. You should share your questions and concerns with your DCDEE Child Care Consultant, and then send them a letter with details you would like addressed by NCRLAP. They will send the letter and any other documentation to NCRLAP. A thorough response will be provided within 30 days, along with any needed score changes.

Need help or have other questions? Please contact ncrlap@uncg.edu