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MA Quality Rating and Improvement System (MA QRIS)

**MA QRIS AFTERSCHOOL / OUT-OF-SCHOOL TIME Standards with Interim Changes**

*Note: The standards below do not identically match the standards detailed in the QRIS Program Manager.*

*The Interim Changes are in effect as of March 13, 2019, are marked as such and indicated via underlining and strikethroughs.*

*Your Program Quality Specialist will help you process your application properly if you need assistance. Contact information can be found here:* [*https://www.mass.gov/service-details/qris-program-quality-unit-contact-information*](https://www.mass.gov/service-details/qris-program-quality-unit-contact-information)*.*

# MA QRIS STANDARDS

### Standard 1: Curriculum and Learning: 1A. Curriculum, Assessment, and Diversity AND 1B. Teacher-Child Relationship and Interactions

Research on early childhood education and afterschool/out of school time care reports the critical elements of a high quality program includes: utilization of a developmentally appropriate curriculum aligned to the state’s standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children’s needs and positive teacher-child interactions that foster children’s self-regulation and emotional well-being.

### Standard 2: Safe, Healthy Indoor and Outdoor Environments

Program environments are the framework for children’s learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children and youth to experiment, practice their skills, analyze, socialize, and problem solve. Environments must provide support for the health, safety and nutrition of young children and youth in order to ensure their optimum development, learning and wellbeing.

### Standard 3: Workforce Qualifications and Professional Development: 3A. Designated Program Administrator Qualifications and Professional Development AND 3B. Program Staff Qualifications and Professional Development

Research indicates that the workforce engaged in early childhood education must have formalized training in early childhood education and content knowledge in order to support educator quality and impact child outcomes. Ongoing professional development that links to activities in the learning environment is related to educator improvement and child outcomes are directly affected by the quality of their experiences in the learning environment.

### Standard 4: Family and Community Engagement

Families must be acknowledged as children’s first teachers and thus must be recognized and supported as partners in their child’s education. Programs must understand the interconnectedness between the family and a child’s approach to learning and establish a relationship with families that are built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children have a healthy nurturing environment in which to grow and learn.

### Standard 5: Leadership, Management, and Administration: 5A. Leadership, Management, and AdministratioN AND 5B. Supervision

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program’s practices and policies and the development of relationships within the community in order to support the educator and the children and families they serve.

## MA QRIS LEVEL 1

* If your EEC license is in good standing, create an MA QRIS application at: <https://www.eec.state.ma.us/SSI_V2/ProfileSetup/LoginUN.aspx>.
* If you are applying on behalf of a license-exempt or public school-based program, please contact your Program Quality Specialist. Contact information can be found here: <https://www.mass.gov/service-details/qris-program-quality-unit-contact-information>.

## MA QRIS LEVEL 2

# 1. Curriculum and Learning:

# 1A. Curriculum, Assessment, and Diversity

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 1A.2.1 The daily schedule includes strategies such as shared reading, book discussion, games, and activities that promote literacy and numeracy | SACERS self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A) ANDUsing results of SACERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale
* Continuous Quality Improvement Plan
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| Level 2**INTERIM CHANGE****Remove Redundancy** | ~~1A.2.2~~~~Educators observe students and maintain written progress notes that are used to complete reports for parents~~ | ~~SACERS self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A)~~ ~~AND~~~~Using results of SACERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level~~ | * ~~Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale~~
* ~~Continuous Quality Improvement Plan~~
 |
| Level 2 | 1A.2.3Materials reflect the language and culture of the students in the program, their communities, and represent the diversity of society | SACERS self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A) ANDUsing results of SACERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS Level | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale
* Continuous Quality Improvement Plan
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# 1. Curriculum and Learning:

# 1B. Teacher-Child Relationships and Interactions

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 1B.2.1Educators acts as mentors/role models with designated students | SACERS self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A) ANDUsing results of ERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS levelANDAPT self-assessed overall score of 3 or higherANDCLASS self- assessed score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative ClimateORArnett Caregiver Interaction Scale self-assessed score of 3.0 or higher | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale
* Continuous Quality Improvement Plan
* APT score sheet which reflects a score of 3 or higher
* CLASS self-assessed score sheet which reflects a score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative Climate

ORArnett Caregiver Interaction Scale self-assessed score of 3.0 or higher* If using Arnett, provide an up-to-date list of educators, the dates they were observed, and how the information from the observation will support each educator (the observations must be current within 12 months)

Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |
| Level 2**INTERIM CHANGE****Policy Change** | ~~1B.2.2~~~~All educators that interact with children receive professional development in strategies that support open ended conversations, sharing of ideas, problem solving techniques and positive peer interactions~~ | ~~Formal Professional Development as indicated by Registry. Formal Professional Development must be at least .5 CEU, 5 CEC, 5 PDP, or College Credit (these trainings do not need to be in addition to college credits already earned).~~ | MA QRIS no longer requires specific trainings. Programs are now required to take the same number of formal professional hours as before. Formal professional development opportunities must have CEUs, CECs, PDPs, or college credits associated with them, and they must each be added to the PQR. See Appendix B for specific requirements. |

# 2. Safe, Healthy Indoor and Outdoor Environments

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 2A.2.1Demonstrates safe indoor and outdoor environments | SACERS self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A) ANDUsing results of SACERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale
* Continuous Quality Improvement Plan
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# 3. Workforce Qualifications and Professional Development:

# 3A. Designated Program Administrator Qualifications and Professional Development

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2**INTERIM CHANGE****Clarify Language** | 3A.2.1Program Administrator has a bachelor’s degree in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree (i.e. master’s degree), that includes a minimum of 6 college credits in working with school age children, and a minimum of 6 college credits ~~or EEC approved professional development opportunities~~ in administration, management, or staff supervision | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that Program Administrator has:* A bachelor’s degree in early childhood education, elementary education, adolescent development, psychology, or a related field ~~or a higher degree (i.e. master’s degree)~~
* The degree includes:
	+ A minimum of 6 college credits in working with school age children; and
	+ A minimum of 6 college ~~credits or EEC approved professional development opportunities~~ in administration, management, or staff supervision
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| Level 2 | 3A.2.2Program Administrator has a minimum of 2 years of experience as an administrator | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that the Program Administrator has two years of experience working as the primary supervisor to educators (ex. Director, Education Coordinator and/or Site Coordinator) |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2**INTERIM CHANGE****Policy Change** | ~~3A.2.3~~~~Program Administrator has received professional development in supervision of adults and strategies for working with adult learners and school age students, with and without disabilities~~ | ~~Formal Professional Development as indicated by Registry. Formal Professional Development must be at least .5 CEU, 5 CEC, 5 PDP, or College Credit ( these trainings do not need to be in addition to college credits already earned)~~ | MA QRIS no longer requires specific trainings. Programs are now required to take the same number of formal professional hours as before. Formal professional development opportunities must have CEUs, CECs, PDPs, or college credits associated with them, and they must each be added to the PQR. See Appendix B for specific requirements. |
| Level 2 | 3A.2.4Program Administrator has an Individual Professional Development Plan (IPDP) | Signed document that IPDP is completed regularly | Provide a **signed** document that IPDP for the Program Administrator is: * Created Annually
* Updated Annually
* Reviewed Annually
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# 3. Workforce Qualifications and Professional Development:

# 3B. Site Coordinator Qualifications and Professional Development

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2**INTERIM CHANGE****Clarify Language** | 3B.2.1All Site Coordinators have a minimum of a bachelor’s degree (any field) with a minimum of 6 college credits ~~or equivalent EEC approved professional development~~ in early childhood education, elementary education, adolescent development, psychology~~, or a related field or a higher degree~~ | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that the Site Coordinator has:* A minimum of 6 college credits ~~or equivalent EEC approved professional development~~ in early childhood education, elementary education, adolescent development, or psychology~~, or a related field or a higher degree.~~
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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2**INTERIM CHANGE****Remove Redundancy** | 3B.2.2All Site Coordinator(s) have an Individual Professional Development Plan (IPDP) that is developed in conjunction with their supervisor ~~that addresses the identified professional development needs of that educator, and that ensures professional development in communicating with families, building relationships with the host community, overseeing program activities, the Curriculum Frameworks, diversity, supporting literacy and mathematics development, the Strengthening Families Protective Factors, the components of the assessment process including screening, observation, use of assessment tools and meeting the needs of school age children with disabilities~~ | Signed document that IPDP is completed regularly | Provide a **signed** document that IPDP for the Program Administrator is: * Created Annually
* Updated Annually
* Reviewed Annually

~~IPDP includes a plan for the Site Coordinator to receive~~ **~~formal t~~**~~raining in:~~* ~~Communicating with families~~
* ~~Building relationships with the host community~~
* ~~Overseeing program activities~~
* ~~Curriculum Frameworks~~
* ~~Diversity~~
* ~~Supporting literacy and mathematics development~~
* ~~Strengthening Families Protective Factors,~~
* ~~Components of the assessment process including screening, observation, use of assessment tools~~
* ~~Meeting the needs of school age children with disabilities~~
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# 4. Family and Community Engagement

|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
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| Level 2**INTERIM CHANGE****Clarify Language** | 4A.2.1Opportunities to communicate with classroom educators are provided for parents at least once a month | Document signed by program Administrator describing the opportunities for parents to communicate with classroom staff at least once a month | Provide a **signed** document demonstrating how these opportunities are initiated by the programThese opportunities can be face to face, electronically, or via phone |
| Level 2 | 4A.2.2Program maintains a list of current community resources that support families is accessible to students and families | SACERS self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A)ANDUsing results of SACERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS levelANDList of community resourcesORCOA: ASP-PS 11.02 and ASP-PS 10.03 | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale
* Continuous Quality Improvement Plan
* List of Community Resources

ORProof of current COA Accreditation |
| Level 2 | 4A.2.3Program participates in community events | Document signed by program Administrator that briefly describes the community events that the program participates in at least annually | * Provide a **signed** list of events that the program staff has participated in over the past 12 months
* Events have to be in collaboration with other community organizations

Note: class field trips are not verification of this standard unless it is a community event |

|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
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| Level 2 | 4A.2.4Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement | Continuous Quality Improvement Plan includes Strengthening-Families self-assessment. This includes current goals and activities for strengthening family and community engagement | Continuous Quality Improvement Plan includes Strengthening-Families self-assessment, which includes:* Current goals
* Activities for strengthening family and community engagement
 |
| Level 2 | 4A.2.5Program has developed informational materials on the program that are in the language of the community, are available for educators to use in the community and are given to prospective families and students | SACERS self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A) ANDAPT-Q self-assessed overall score of 3 or higherANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale
* APT score sheet which reflects a score of 3 or higher
* Continuous Quality Improvement Plan

Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |

# 5. Leadership, Management and Administration:

# 5A. Leadership, Management, and Administration

|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
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| Level 2 | 5A.2.1Communication and updates on the program are provided to educators and families | Document signed by program Administrator that program updates are provided at least quarterly to staff and families in their primary, or preferred, language to the extent appropriate and possibleANDAPT self-assessed overall score of 3 or higher | Provide a **signed** statement that program updates are provided:* At least quarterly to staff and to families in their primary, or preferred, language to the extent appropriate and possible
* Include an explanation of how updates are provided (ex. newsletter, email, bulletin board posting, updated copy of handbook)
* APT score sheet which reflects a score of 3 or higher

Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |
| Level 2**INTERIM CHANGE****Remove Redundancy** | ~~5A.2.2~~~~Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family’s culture and language, and is responsive to the inclusion of a variety of learning needs~~ | ~~SACERS self-assessed with an average score of 3 or higher, with a subscale score of 2 or 3 depending on the subscale (see appendix A)~~ ~~AND~~~~Copy of admissions policy promoting diversity (e.g., a statement that the program recruits and encourages the enrollment of children and families from diverse backgrounds)~~~~AND~~~~Continuous Quality Improvement Plan~~ | * ~~Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale~~
* ~~Continuous Quality Improvement Plan~~
* ~~Provide an admissions policy promoting diversity~~
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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2**INTERIM CHANGE****Policy Change** | 5A.2.3Program has a written business plan | Written business ~~plan that includes an annual operating budget~~ that is used to guide planning, set goals, and make decisions.ORCOA: ASP-AM 5.01 ASP-AM 5.02 | Submit a copy of your business plan ~~including annual operating budget~~ORProof of current COA Accreditation |

# 5. Leadership, Management and Administration:

# 5B. Supervision

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 5B.2.1Educators are given feedback on instructional practice on a monthly basis | Portion of the written policy describing staff recognition and feedback systemANDAPT-Q is conducted and results are used in Continuous Quality Improvement Plan | Provide documentation that confirms that educators are:* Observed by a supervisor while working with children at least monthly
* Are given feedback on instructional practice

ANDContinuous Quality Improvement PlanNote: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |
| Level 2 | 5B.2.2Program provides recognition for educators in annual evaluation as well as in public forum, as appropriate (i.e. verbal recognition in group setting or written recognition in newsletter) | Portion of the written policy describing staff recognition and feedback systemANDAPT-Q is conducted and results are used in Continuous Quality Improvement Plan | Provide documentation that program provides recognition for staff in:* Annual Evaluation
* Public Forum (ex. staff meeting, newsletter, bulletin board)
* Continuous Quality Improvement Plan

APT self-assessed overall score of 3 or higher |

## MA QRIS LEVEL 3

# 1. Curriculum and Learning:

# 1A. Curriculum, Assessment, and Diversity

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3**INTERIM CHANGE****Remove Redundancy** | ~~1A.3.1~~~~Program provides access to homework assistance or provides students with 1:1 or small group support from Educators, trained volunteers or interns~~ | ~~SACERS self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A)~~ ~~AND~~~~Results of Level 3 individualized Technical Assistance from a Program Quality Specialist site visit~~~~AND~~~~APT self-assessed overall score of 3 or higher~~~~AND~~~~Continuous Quality Improvement Plan~~ | * ~~Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale~~
* ~~APT score sheet which reflects a score of 3 or higher~~
* ~~Continuous Quality Improvement Plan~~

~~Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool~~ |
| Level 3 | 1A.3.2Educators support the inclusion of children with disabilities through books, media, games and activities that promote understanding by their peers | SACERS self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A) ANDResults of Level 3 individualized Technical Assistance from a Program Quality Specialist site visitANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 3, and subscale score requirements of 2 or 3 depending on the subscale
* Continuous Quality Improvement Plan
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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 1A.3.3Educators engage all students in a variety of activities including arts, athletics, academic enrichment, etc. | SACERS self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A) ANDResults of Level 3 individualized Technical Assistance from a Program Quality Specialist site visitANDAPT self-assessed overall score of 3 or higherANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 4.5, and subscale score requirements of 3 or 4, depending on the subscale
* APT score sheet which reflects a score of 3 or higher.
* Continuous Quality Improvement Plan

Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |
| Level 3 | 1A.3.4Educators promote/ encourage verbal communication skills and model use of Standard English when interacting or reading to youth | SACERS self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A) ANDResults of Level 3 individualized Technical Assistance from a Program Quality Specialist site visitANDAPT self-assessed overall score of 3 or higherANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 4.5, and subscale score requirements of 3 or 4, depending on the subscale
* APT score sheet which reflects a score of 3 or higher.
* Continuous Quality Improvement Plan

Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3**INTERIM CHANGE****Policy Change** | ~~1A.3.5~~~~Educators who interact with children have received professional development in assessment (using anecdotal records and portfolios to measure progress); health and nutrition (including special diets, allergies); strategies that address how to work with students from diverse languages and cultures; and second language acquisition (especially techniques for teaching reading)~~ | ~~Formal Professional Development as indicated by Registry. Formal Professional Development must be at least .5 CEU, 5 CEC, 5 PDP, or College Credit (these trainings do not need to be in addition to college credits already earned).~~ | MA QRIS no longer requires specific trainings. Programs are now required to take the same number of formal professional hours as before. Formal professional development opportunities must have CEUs, CECs, PDPs, or college credits associated with them, and they must each be added to the PQR. See Appendix B for specific requirements. |

# 1. Curriculum and Learning:

# 1B. Teacher-Child Relationships and Interactions

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 1B.3.1Educators provide a variety of activities that support students in developing positive relationships with adults in the program | SACERS self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A) ANDResults of Level 3 individualized Technical Assistance from a Program Quality Specialist site visitANDAPT self-assessed overall score of 3 or higherANDCLASS reliable-rater score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative ClimateORArnett Caregiver Interaction Scale reliable rater score average of 3.5 or higher AND List of educator names and date of most recent Arnett observation, and a description how information is used to support educatorsANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 4.5, and subscale score requirements of 3 or 4, depending on the subscale
* APT score sheet which reflects a score of 3 or higher
* CLASS self-assessed score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative climate OR Arnett Caregiver Interaction Scale self-assessed score of 3.5 or higher for all educators
* If using Arnett, provide an up-to-date list of educators, the dates they were observed, and how the information from the observation will support each educator (the observations must be current within 12 months)
* Continuous Quality Improvement Plan

Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3**INTERIM CHANGE****Policy Change** | 1B.3.2Educators are provided with opportunities to use outside consultants or qualified staff with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/ interactions and prevention/ intervention techniques | Signed document of usage of outside consultants or qualified staff with expertise/MA level qualifications in children’s behavior and mental health to support educators | * Provide signed documentation that program offers educators support from internal staff or consultant with certification in at least one of the following:
	+ Behavioral health
	+ Mental health
	+ Prevention/intervention techniques (i.e. CSEFEL)
* Provide documentation that that educators have access to this support as needed
* ~~If this is offered via an outside contractor, provide an MOU or proof that a collaboration is in place~~
 |
| Level 3**INTERIM CHANGE****Policy Change** | ~~1B.3.3~~~~All educators who interact with children receive professional development in conflict resolution or mediation techniques and utilize them with the students~~ | ~~Formal Professional Development as indicated by Registry. Formal Professional Development must be at least .5 CEU, 5 CEC, 5 PDP, or College Credit (these trainings do not need to be in addition to college credits already earned)~~ | MA QRIS no longer requires specific trainings. Programs are now required to take the same number of formal professional hours as before. Formal professional development opportunities must have CEUs, CECs, PDPs, or college credits associated with them, and they must each be added to the PQR. See Appendix B for specific requirements. |

# 2. Safe, Healthy Indoor and Outdoor Environments

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3INTERIM CHANGE**Policy Change** | ~~Formerly 2A.2.2~~~~Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation~~ | ~~Copy of the agreement with the health consultant OR copy of collaboration agreement through which a health consultant provides services~~ ~~AND~~~~A signed statement from the program director verifying that the visits occur on at least an annual basis~~ | ~~Provide two forms:~~**~~Signed~~** ~~form from the Health Consultant or copy of the collaboration agreement through which a health consultant provides services (Health Consultant must meet EEC Licensing definition of Health Care Consultant)~~* **~~Signed~~** ~~statement from the program director verifying that the visits occur on at least an annual basis~~
* ~~Copy must have been signed within be within 2 years, or Program must submit an updated copy~~
 |
| Level 3 | 2A.3.1Demonstrates healthy, safe and clean indoor and outdoor environments | SACERS self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A) ANDResults of Level 3 individualized Technical Assistance from a Program Quality Specialist site visitANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 4.5, and subscale score requirements of 3 or 4, depending on the subscale
* Continuous Quality Improvement Plan
 |
| Level 3INTERIM CHANGE**Policy Change** | ~~2A.3.2~~~~Staff are trained in how to work with children with special diets, allergies and specialized feeding issues~~ | ~~Formal Professional Development as indicated by Registry. Formal Professional Development must be at least .5 CEU, 5 CEC, or College Credit (these trainings do not need to be in addition to college credits already earned)~~ | **~~All~~** ~~educators must have~~ **~~formal~~** ~~training documented in Professional Qualifications Registry that indicates that the following has been completed:~~* ~~Special diets, allergies and specialized feeding issues~~
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# 3. Workforce Qualifications and Professional Development:

# 3A. Designated Program Administrator Qualifications and Professional Development

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| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3**INTERIM CHANGE****Clarify Language** | 3A.3.1Program Administrator has a minimum of 9 college credits in early childhood education, elementary education, adolescent development, psychology~~, or a related field OR EEC approved professional development equivalent OR a higher degree~~ | Qualifications and Experience (as indicated by PQ Registry) | Formal training documented in Professional Qualifications Registry indicates that the Program Administrator has completed:* A minimum of 9 college credits in early childhood education, elementary education, adolescent development, or psychology~~, or a related field~~

~~Or~~* ~~EEC approved professional development equivalent~~

~~OR~~* ~~A higher degree~~
 |
| Level 3 | 3A.3.2Program Administrator has a minimum of 3 years of experience as an administrator | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that the Program Administrator has three years of experience working as the primary supervisor to educators (ex. Director, Education Coordinator and/or Site Coordinator) |
| Level 3**INTERIM CHANGE****Remove Redundancy** | ~~3A.3.3~~~~IPDP addresses process and timelines to achieve the Administrator qualifications for the next level of QRIS~~ | ~~Signed document that IPDP is completed regularly~~ | ~~Provide~~ **~~signed~~** ~~documentation that Program Administrator's IPDP is completed at least annually~~ |

# 3. Workforce Qualifications and Professional Development:

# 3B. Site Coordinator Qualifications and Professional Development

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3**INTERIM CHANGE****Clarify Language** | 3B.3.1Site Coordinator(s) have a minimum 18 college credits in early childhood education, elementary education, adolescent development, or psychology~~, or a related field or a higher degree~~ and 6 college credits ~~or EEC approved professional development equivalent~~ in administration, management, or supervision | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that the Site Coordinator has:* A minimum of 18 college credits in early childhood education, elementary education, adolescent development, or psychology~~, or a related field or a higher degree~~
* 6 college credits ~~or EEC approved professional development equivalent~~ in administration, management, or supervision
 |

# 4. Family and Community Engagement

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 4A.3.1A daily two way communication system is available between the educators and families through a variety of means | Document signed by Program Administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail) | Provide **signed** documentation that the program uses two or more of the following means of communication:* Phone
* Email
* Notebook/log book
* Checklists
* Other (Please define)
 |
| Level 3 | 4A.3.2Families are encouraged to volunteer in the program to assist in the classroom, share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information | SACERS self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A) ANDResults of Level 3 individualized Technical Assistance from a Program Quality Specialist site visitANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 4.5, and subscale score requirements of 3 or 4, depending on the subscale
* Continuous Quality Improvement Plan
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3**INTERIM CHANGE****Policy Change** | 4A.3.3Program ensures that there are translators available, as needed, at meetings, workshops and conferences to ensure strong communication between the program and families | Document signed by Program Administrator describing translators used for all meetings workshops and conferences | Provide a **signed** document which describes process of using translators for all meetings, workshops, and conferences as neededNote: If the program uses staff for translation, identify the number of staff used as translators~~Note: If this service(s) is offered via an outside contractor, verify the MOU or proof that a collaboration is in place~~~~OR~~~~Head Start Program~~ORProof of current COA Accreditation |
| Level 3 | 4A.3.4The program establishes two-way communication and collaboration agreements with the students’ school(s) and the local LEA in order to ensure consistency in student programming, provide appropriate services, seek assistance around specific topical areas (special education, reading/math strategies etc.) and share information on the students’ accomplishments or challenges | Evidence of agreements with schools and LEA | Provide a **signed** document stating that the program collaborates with the students' school(s) and LEA. The document should indicate that the program and schools/LEAs:* Ensure consistency in student programming
* Provide appropriate services
* Seek assistance around specific topical areas (special education, reading/math strategies etc.)
* Share information on the students’ accomplishments or challenges
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 4A.3.5Program participates in local community group work that is related to children, families, and/or linguistic/cultural groups served by the program and/or provide family support | Document signed by Program Administrator showing participation in local community group work that is related to children, families, and/or linguistic/cultural groups | Provide a **signed** document that states that the program participates in group work that is related to children, families, and/or linguistic/cultural groups. Examples of group work may include participation in:* Advisory boards
* School Committees
* Other (please explain)
 |

# 5. Leadership, Management and Administration:

# 5A. Leadership, Management, and Administration

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3**INTERIM CHANGE****Clarify Language** | 5A.3.1Program ~~tracks and monitors absences of individual children and~~ contacts and provides support to families when children are absent more than 20% in a month | Description of how program addresses absences | Provide documentation that the program:* ~~Uses a paper-based or computer based system for tracking absences~~
* Contacts and provides support to families when children are absent more than 20% in a month to help reduce the child's absences
 |
| Level 3 | 5A.3.2Program director, staff, and family input is solicited on an annual basis through a survey to evaluate the program | SACERS self-assessed with an average score of 4.5 or higher, with a subscale score of 3 or 4 depending on the subscale (see appendix A) ANDResults of Level 3 individualized Technical Assistance from a Program Quality Specialist site visitANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 4.5, and subscale score requirements of 3 or 4, depending on the subscale
* Continuous Quality Improvement Plan
 |
| Level 3 | 5A.3.3Results of the annual survey are used to develop a comprehensive written program improvement plan | Continuous Quality Improvement Plan which incorporates responses gathered through annual staff and family surveysORCOA: ASP-AM 2.01 ASP-AM 2.03 | Provide a Continuous Quality Improvement Plan which demonstrates that the results of family and staff surveys are incorporated into Continuous Quality Improvement PlanORProof of current COA Accreditation |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3**INTERIM CHANGE****Policy Change** | ~~5A.3.4~~~~Program has an annual review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise~~ | ~~Document signed by Program Administrator indicating that provider consults with an independent third party who has expertise in accounting or bookkeeping expertise~~ | ~~Provide~~ **~~signed~~** ~~proof of annual accounting records review by independent party~~ |

# 5. Leadership, Management and Administration:

# 5B. Supervision

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 5B.3.1Program uses at least 3 types of internal communication on a monthly basis to inform staff of program activities, policies, etc. | Portion of the written policy providing internal communication | Provide a description of at least three types of communications. Examples may include:* Email
* Postings
* Meetings
* Phone calls
* Newsletters
* Memos
* Other (Please Define)
 |
| Level 3 | 5B.3.2Staff are given feedback that give examples of best practice at least twice a month | Portion of the written policy describing staff supervision and feedback system | Provide documentation that confirms that educators are:* Observed by a supervisor while working with children at least monthly
* Are given feedback on instructional practice
 |
| Level 3 | 5B.3.3Educators’ schedules include regular paid planning time | Portion of the written policy/ Sample Schedule that demonstrates the staff planning time is paid | Provide a document that states that educators' schedules include regular paid planning time. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 5B.3.4The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor to monitor progress toward career goals) | Description of system that supports career development through a career ladder | Provide a description of how the program supports career development through a career ladder. Examples of supports may include:* Regularly scheduled time to meet with a supervisor or mentor to monitor progress toward career goals
 |

## MA QRIS LEVEL 4

# 1. Curriculum and Learning:

# 1A. Curriculum, Assessment, and Diversity

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 1A.4.1Program ensures students have access to a variety of skilled volunteers or tutors to assist students in improving in various subjects such as reading, written communication, verbal communication, mathematical problem solving, science, social studies, etc. | SACERS self-assessed with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A) ANDResults of SACERS Reliable Rater Classroom Observation(s) with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)ANDAPT self-assessed overall score of 3 or higherANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale
* ERS Reliable Rater Classroom Observations that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale (PQS will work with Program to schedule RR visit)
* APT score sheet which reflects a score of 3 or higher
* Continuous Quality Improvement Plan

Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |
| Level 4**INTERIM CHANGE****Remove Redundancy** | ~~1A.4.2~~~~Program offers individualized homework supports provided by educators, trained volunteers, tutors, or interns~~ | ~~Verification by Program Administrator that individualized homework help is provided~~ | ~~Document stating that program offers individualized homework help. Provide:~~* ~~An example of a schedule which that reflects that children receive individualized homework help~~
* ~~A description of the process for providing individualized homework help~~
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 1A.4.3Curriculum reflects different learning styles and approaches and covers a variety of topics | SACERS self-assessed with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A) ANDResults of SACERS Reliable Rater Classroom Observation(s) with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)ANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale
* ERS Reliable Rater Classroom Observations that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale (PQS will work with Program to schedule RR visit)
* Continuous Quality Improvement Plan
 |
| Level 4 | 1A.4.4Program activities are designed to support students in developing leadership skills, self-esteem, and positive behaviors while reducing their risk taking behavior | APT self-assessed overall score of 3 or higher | * APT score sheet which reflects a score of 3 or higher

Note: Programs may request an exemption for APT if they are unable to access APT training and the APT tool |

# 1. Curriculum and Learning:

# 1B. Teacher-Child Relationships and Interactions

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 1B.4.1Educators use a conflict resolution strategies or peer mediation system and support students in utilizing it to resolve issues that arise both within and outside of the classroom | SACERS self-assessed with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A) ANDResults of SACERS Reliable Rater Classroom Observation(s) with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)ANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale
* SACERS Reliable Rater Classroom Observations that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale (PQS will work with Program to schedule RR visit)
* Continuous Quality Improvement Plan
 |

# 2. Safe, Healthy Indoor and Outdoor Environments

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 2A.4.1Demonstrates stimulating indoor and outdoor environments | SACERS self-assessed with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A) ANDResults of SACERS Reliable Rater Classroom Observation(s) with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)ANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale
* SACERS Reliable Rater Classroom Observations that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale (PQS will work with Program to schedule RR visit)
* Continuous Quality Improvement Plan
 |

# 3. Workforce Qualifications and Professional Development:

# 3A. Designated Program Administrator Qualifications and Professional Development

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4**INTERIM CHANGE****Clarify Language** | 3A.4.1Program Administrator has a minimum of 24 college credits ~~or equivalent EEC approved professional development~~ in early childhood education, elementary education, adolescent development, or psychology~~, or a related field or a higher degree~~ | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that the Program Administrator listed in the PQR has 24 credit-bearing hours of specialized college-level course work in early childhood education, elementary education, adolescent development, or psychology~~, or a related field or a higher degree.~~ |
| Level 4 | ~~3A.4.2~~~~Program Administrator has professional development in special education/ working with children with disabilities~~ | ~~Formal Professional Development as indicated by Registry. Formal Professional Development must be at least .5 CEU, 5 CEC, 5 PDP, or College Credit (these trainings do not need to be in addition to college credits already earned)~~ | MA QRIS no longer requires specific trainings. Programs are now required to take the same number of formal professional hours as before. Formal professional development opportunities must have CEUs, CECs, PDPs, or college credits associated with them, and they must each be added to the PQR. See Appendix B for specific requirements. |
| Level 4 | 3A.4.3Program Administrator has a minimum of 5 years of experience as an administrator | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that the Program Administrator has five years of experience working as the primary supervisor to educators (ex. Director, Education Coordinator and/or Site Coordinator) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4**INTERIM CHANGE****Remove Redundancy** | ~~3A.4.4~~~~IPDP addresses areas of identified needs; addresses goals and objectives necessary to the position~~ | ~~Document signed by Program Administrator that IPDP is completed regularly~~ | ~~Provide a~~ **~~signed~~** ~~document that IPDP for the Program Administrator is:~~ * ~~Created Annually~~
* ~~Updated Annually~~
* ~~Reviewed Annually~~
 |

# 3. Workforce Qualifications and Professional Development:

# 3B. Program Staff Qualifications and Professional Development

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4**INTERIM CHANGE****Clarify Language** | 3B.4.1All Site Coordinator(s) have a minimum of 36 college credits in early childhood education, elementary education, adolescent development, or psychology ~~elated field or a higher degree OR EEC approved professional development equivalent and 6 college credits or EEC approved professional development equivalent in administration, management, or supervision. AND 3 college credits or EEC approved professional development in staff supervision~~ | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that the Site Coordinator has:* A minimum of 36 college credits ~~or equivalent EEC approved professional development~~ in early childhood education, elementary education, adolescent development, or psychology~~. or a related field or a higher degree OR EEC approved professional development equivalent~~
* ~~6 college credits or EEC approved professional development equivalent in administration, management, or supervision (note: these credits may be included in the 36 credits detailed above)~~
* ~~3 college credits or EEC approved professional development equivalent in administration or management~~
* ~~3 college credits or EEC approved professional development in staff supervision~~
 |

# 4. Family and Community Engagement

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 4A.4.1Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program | SACERS self-assessed with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A) ANDResults of SACERS Reliable Rater Classroom Observation(s) with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)ANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale
* ERS Reliable Rater Classroom Observations that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale (PQS will work with Program to schedule RR visit)
* Continuous Quality Improvement Plan
 |
| Level 4 | 4A.4.2Program connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.) | Document signed by Program Administrator that lists the provided access and opportunities to training | * Provide a **signed** document that the program connects families to education, training and support.
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4**INTERIM CHANGE****Policy Change** | 4A.4.3Program maintains written collaboration agreements with community based public and private agencies such as the arts, library, entertainment, family supports, CFCE grantees, family literacy, human services, business, and/or sports in order to enrich the program’s services for students and their families. These agreements spell out the responsibilities and policies for both the program and the community agency | Evidence of agreements with programs, agencies and organizations (as listed) | * Provide documentation demonstrating that the program maintains written collaboration agreements with community based public and private agencies such as the arts, library, entertainment, family supports, CFCE grantees, family literacy, human services, business, and/or sports in order to enrich the program’s services for students and their families.
* ~~MOUs for each collaboration which defines the responsibilities of the program and for the community agency~~
 |

# 5. Leadership, Management and Administration:

# 5A. Leadership, Management, and Administration

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 5A.4.1Educators and advisory board are involved in the development of the business plan and it is reviewed periodically for updating | SACERS self-assessed with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A) ANDResults of SACERS Reliable Rater Classroom Observation(s) with an average score of 5.5 or higher, with a subscale score of 4 or 5 depending on the subscale (see appendix A)ANDResults of individualized Technical Assistance from a Program Quality Specialist site visitANDContinuous Quality Improvement Plan | * Copy of SACERS self-assessment score sheet which reflects that each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale
* SACERS Reliable Rater Classroom Observations that reflect each classroom meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5, depending on the subscale (PQS will work with Program to schedule RR visit)
* Continuous Quality Improvement Plan
 |
| Level 4**INTERIM CHANGE****Policy Change** | ~~5A.4.2~~~~Program shares the results of the program quality rating with the families, staff, governing board and funders~~ | ~~Program shares the results of the program quality rating with the families, educator, governing board and funders~~ | ~~Provide documentation that the provider shares the results of the program quality rating with families, educator, the family child care system, governing board, and funders, as appropriate~~ |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 5A.4.3Program has a system of technology that allows for data collection and tracking program information | Signed checklist/document that the program has a technology system that maintains and tracks information on: children's health, services, absenteeism, children’s educational information, staff qualifications, professional development and financial record keepingANDProgram reports teacher turn-over rates annually | Provide a signed document that the program has a system of technology that maintains and tracks:* Children’s Health
* Services
* Absenteeism
* Children’s educational information
* Staff qualifications
* Professional development
* Financial records/information
* Teacher turnover rates
* Other (Please Explain)
 |

# 5. Leadership, Management and Administration: 5B. Supervision

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 5B.4.1Staff are provided ongoing mentoring that includes demonstration of best practices on a weekly basis | Description of system that supports educator reflective practices, and opportunities for coaching/ mentoring | Provide documentation stating that there are regular opportunities for educators to engage in reflective teaching practices, peer group coaching and mentoring |
| Level 4 | 5B.4.2Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educators, and is comparable with the current wage level of others in the community with the same levels of education | Portion of the written policy that shows that employment reflects salary policies comparable with the current wage level of others in the community with the same levels of education | Provide documentation stating that educators' salaries are comparable with the current wage level of others in the community with the same levels of education |
| Level 4 | 5B.4.3Educators receive at least one benefit | Portion of the written policy that shows that benefit packages are offered that includes vacation, sick time, and health insurance | Provide documentation that the program has a written policy that demonstrates that benefit packages are offered, and that include:* Vacation
* Sick time
* Health insurance
 |
| Level 4 | 5B.4.4Program has an incentive program that rewards each educator that achieves the next step on the career ladder | Portion of the written policy regarding program incentive and linkage to progress on career ladder | Provide a description of the written policy showing incentives for educator based on educational advancement |

# APPENDIX A: Environment Rating Scales Score Requirements for Out-of-school time programs

**Minimum Subscale Requirements for School-Age Care Environment Rating Scales (SACERS)\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ERS Subscales | Level 1 Requirement | Level 2 Requirement(overall = 3) | Level 3 Requirement(overall= 4.5) | Level 4Requirement(overall=5.5) |
| 1. Space and Furnishings | No ERS requirement | 2 | 3 | 4 |
| 2. Health and Safety | No ERS requirement | 2 | 3 | 4 |
| 3. Activities | No ERS requirement | 3 | 4 | 5 |
| 4. Interactions | No ERS requirement | 3 | 4 | 5 |
| 5. Program Structure | No ERS requirement | 3 | 4 | 5 |
| 6. Staff Development | No ERS requirement | 2 | 3 | 4 |
| 7. Special Needs Supplementary Items | No ERS requirement | 3 | 4 | 5 |

\*While the subscale score requirements listed above represent the minimum score expectations for attaining a level, if your program only scores the minimum score on *all* of the subscales, the score will not be high enough to attain overall ERS score requirement

# APPENDIX B: How Many Formal PD Credit Hours are Required?

The chart below show the required number of formal professional development credit hours. Educators may take any combination of CEUs, PDPs, CECs, or college credits to meet requirements; it is not necessary to cover all types of formal PD.

### Afterschool/Out-of-School Time Programs

|  |  |  |  |
| --- | --- | --- | --- |
| **Formal PD Required** | **Level 2** | **Level 3** | **Level 4** |
|  | Additional | **Total** | Additional | **Total** |
| ***Program Administrator*** | **15 hours** | None | **15 hours** | 5 hours | **20 hours** |
| ***All Additional Educators that Interact with Children*** | **5 hours** | 20 hours | **25 hours** | None | **25 hours** |

### KEY: FORMAL PD HOURS PER PD TYPE

* CEU: 1 CEU = 10 HOURS
* CEC: 1 CEC = 1 HOUR
* PDP: 1 PDP = 1 HOUR
* COLLEGE CREDIT: 1 COLLEGE CREDIT = 15 HOURS