**­­**

MA Quality Rating and Improvement System (MA QRIS)

MA QRIS Center Based 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

Early childhood research reports the critical elements of a high quality program include: utilization of a developmentally appropriate, comprehensive 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 to experiment, practice their skills, analyze, socialize, and problem solve. Environments must provide support for the health, safety and nutrition of young children in order to ensure their optimum development 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 formal professional development in early childhood education and content knowledge in order to support program quality and impact child outcomes. Ongoing professional development that links to the classroom activities is related to program improvement and child outcomes are directly affected by the quality of their experiences in the classroom.

### 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 is 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 staff 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 program, please contact your Program Quality Specialist. Contact information can be accessed at the following link: <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

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2  **INTERIM CHANGE**  **Policy Change** | ~~1A.2.1~~  ~~Educators demonstrate completion of formal professional development in curriculum, screening tools, and formative assessment~~ | ~~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 | 1A.2.2  Materials reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society | ITERS-R and/or ECERS-R 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 ERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level | * ERS self-assessed scores for 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 |

# 1. Curriculum and Learning:

# 1B. Teacher-Child Relationships and Interactions

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 INTERIM CHANGE **Policy Change** | ~~1B.2.1~~  ~~All educators that interact with children receive orientation and ongoing formal professional development and supervision in how to support positive relationships and interactions through positive, warm, and nurturing 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

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 2A.2.2  Demonstrates healthy, safe, and clean indoor and outdoor environments | ITERS-R and/or ECERS-R 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 ERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS Level | * ERS self-assessed scores for 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 |

# 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 2 | 3A.2.1  Program administrator has a Child Development Associate (CDA) Credential for the age of the children served, (or higher i.e. associate’s or bachelor’s degree)  OR  is enrolled in a program leading to an Associate or bachelor’s degree in early childhood education or related field | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that Program Administrator has a CDA, associate, bachelor's, or master's degree  If the Program Administrator that has not competed a CDA, associate’s, bachelor’s, or master’s degree, they must:   * Have some college course work entered in the Professional Qualifications Registry that has been completed within the last six months |
| Level 2 | 3A.2.2  Program Administrator with primary responsibility for the supervision of educators in the program must have a bachelor’s degree | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that Program Administrator has a bachelor's degree |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 3A.2.3  Program Administrator has a minimum of 3 college credits in administration and management and 12 college credits in early childhood education/child development/special education and 2 years of experience as an administrator | Qualifications and Experience (as indicated by PQ Registry)  AND  Experience as indicated by Registry | **College Credits:**  Professional Qualifications Registry indicates that Program Administrator has 12 credit-bearing hours of specialized college-level course work in early childhood education /child development/ special education and 3 college credits in administration, leadership, and management  **Experience:**  Program Administrator must have two years of experience working as the primary supervisor to educators (ex. Director, Education Coordinator and/or Site Coordinator) |
| Level 2  **INTERIM CHANGE**  **Policy Change** | ~~3A.2.4~~  ~~Program administrator has received formal professional development in the MA Guidelines for Preschool Learning Experiences, the Infant / Toddler Learning Guidelines, child development, the Strengthening Families Protective Factors, and is knowledgeable about the core competencies in order to be able to develop their staff’s professional development plans~~ | ~~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. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2  **INTERIM CHANGE**  **Policy Change** | ~~3A.2.5~~  ~~Program administrator has received professional development in supervision of adults and strategies for working with adults~~ | ~~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  **INTERIM CHANGE**  **Clarify Language** | 3A.2.6  Program administrator has an Individual Professional Development Plan (IPDP) ~~that addresses their process and timelines to achieve the Program Administrator Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies~~ | Signed document that IPDP is completed regularly | Provide a **signed** document that IPDP for the Program Administrator is:   * Created Annually * Updated Annually * Reviewed Annually   OR  Head Start Program  OR  Proof of current NAEYC Accreditation |

# 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 2 | 3B.2.1  All staff working in program have a high school diploma or GED | Qualifications and Experience (as indicated by PQ Registry) | All educators that are considered in the licensing ratio, referred to as “regular employees,” must have one or more of the following:   * HS Diploma * GED * CDA   Note: This also applies to any educator that is considered a “regular employee” that is in a classroom in an approved License-Exempt Program |
| Level 2 | 3B.2.2  50 percent of classrooms have educator(s) with a bachelor’s degree or higher who work for the full program day | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry indicates that at least 50% of classrooms have an educator with a bachelor’s degree; for example, if a program has four classrooms, the PQR should indicate that at least two educators have a bachelor’s degree |
| Level 2 | 3B.2.3  All educators (lead teachers and teachers) have a minimum of 3 college credits in early childhood education, or related field | Qualifications and Experience (as indicated by PQ Registry) | **Licensed Programs:** All programs that are licensed and have a license in good standing meet this requirement  **License-Exempt Programs**: PQR indicates that at least one educator in each classroom has received 3 college credits in early childhood education |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 INTERIM CHANGE **Clarify Language** | 3B.2.4  All educators have an IPDP that is developed in conjunction with their supervisor ~~that addresses the identified professional development needs of that teacher and development of their competency along the initial-level of the continuum of the core competencies. The IPDP must also address the actions and timelines that need to be met in order to move to the next level of the QRIS~~ | Document signed by Program Administrator that IPDP is completed regularly | Provide a **signed** document that states:   * An IPDP has been created for ALL educators * All IPDPs are reviewed annually * All IPDPs are updated annually   OR  Head Start Program  OR  Proof of current NAEYC Accreditation |

# 4. Family and Community Engagement

|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| --- | --- | --- | --- |
| Level 2 | 4A.2.1  Program 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.2.2  Program offers opportunities for parents to meet with classroom staff at least monthly | Document signed by Program Administrator describing the opportunities for parents to meet with classroom staff at least once a month | Provide a **signed** document demonstrating that these opportunities are:   * Planned * Formal * Intentional * Initiated by the program   Note: These opportunities can be face to face, electronically, or via phone |
| Level 2 | 4A.2.3  Program has developed informational materials on the program that are in the language of the community, are available for staff to use in the community, and are given to prospective families | ITERS-R and/or ECERS-R 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 ERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS Level | * ERS self-assessed scores for 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 |

|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| --- | --- | --- | --- |
| Level 2 | 4A.2.4  Program maintains ongoing communication with the school/early intervention program, CFCE grantee, or mental health providers to facilitate collaboration and coordination of services that support children and families | Program Administration Scale (PAS) of 3 or higher  AND  Document signed by Program Administrator describing how the program maintains ongoing communication with school/early intervention programs/other service providers to facilitate collaboration and coordination of services | * PAS score sheet which reflects a score of 3 or higher * Provide a list of agencies that program collaborates with * Provide a **signed** description of procedure for referring children and families * Provide a description of procedure for following up with services/supports for children/families |
| Level 2 | 4A.2.5  Program 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 |

# 5. Leadership, Management and Administration:

# 5A. Leadership, Management, and Administration

|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| --- | --- | --- | --- |
| Level 2 | 5A.2.1  Communication 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 possible | 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)   OR  Head Start Program |
| 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~~ | ~~ITERS-R and/or ECERS-R 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 ERS self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level.~~  ~~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)~~ | * ~~ERS self-assessed scores for 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~~   ~~OR~~  ~~Head Start Program~~  ~~OR~~  ~~Proof of current NAEYC Accreditation~~ |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 INTERIM CHANGE **Policy Change** | 5A.2.3  Program 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 | Submit a copy of your business plan ~~including annual operating budget~~ |
| Level 2 | 5A.2.4  Staff are paid for planning time | Program Administration Scale (PAS) minimum self-assessed score of 3 | PAS score sheet which reflects a score of 3 or higher |
| Level 2 | 5A.2.5  Program has policies that support teacher retention | Description of program policies that support teacher retention | Provide a description of program policies that support teacher retention; teacher retention policies may include:   * Vacation and/or sick time * Education/tuition reimbursement * Pay increases/career ladder * Free or reduced child care * Retirement plan or contribution |

# 5. Leadership, Management and Administration:

# 5B. Supervision

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 5B.2.1  Program provides recognition for staff 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 system | Provide documentation that program provides recognition for staff in:   * Annual evaluation * Public forum (ex. staff meeting, newsletter, bulletin board) |
| Level 2 | 5B.2.2  Staff are given feedback on instructional practice on a monthly basis | Portion of the written policy describing staff recognition and feedback system | Provide documentation that confirms that all educators are:   * Observed by a supervisor while working with children at least monthly * Are given feedback on instructional practice |

## MA QRIS LEVEL 3

# 1. Curriculum and Learning:

# 1A. Curriculum, Assessment, and Diversity

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 1A.3.1  Staff include parental input in the progress reports | Description of types of progress reports and how program and/or teacher shares these with parents with preschool children at least 3 times in a 12 month period  AND  Description of types of progress reports and how program and/or teacher shares progress reports with parents of infants/toddler or children with disabilities at least 4 times in a 12 month period | * Provide an example of a completed progress report * Provide a documentation that the program shares progress reports with:   + Parents of preschool children at least 3 times in a 12 month period   + Parents of infants/toddlers or children with disabilities at least 4 times in a 12 month period * Provide a description of the process (policy or procedure) for sharing the report with parents   + Report must have an area for parents to comment (share observations, goal setting, etc.)   OR  Head Start Program  OR  Proof of current NAEYC Accreditation |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 INTERIM CHANGE **Policy Change** | ~~1A.3.2~~  ~~Staff has received formal professional development in curriculum, using the MA Guidelines for Preschool Learning Standards or Infant /Toddler Learning, documenting children's progress, working with children from diverse languages and cultures, and second language acquisition~~ | ~~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 3 | 1A.3.3  Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across all developmental domains | A description of screening tools, formative assessments, and observation data and a description of how these are used to address children’s needs | * Provide documentation that the program completes developmental screening on all children * Provide documentation that the program completes formative assessment on all children * Provide description of how these tools are used to share information with staff and families, and create activities to support all children’s individual needs * Provide documentation that the program uses an evidence-based screening tool * Provide documentation that the program uses an evidence-based formative assessment tools |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 1A.3.4  Staff demonstrate language and literacy skills either in English or the child's language that provide a model for children | ITERS-R and/or ECERS-R 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  Level 3 Technical Assistance Site Visit from Program Quality Specialist  AND  Using results of ERS self-assessment, program develops a Continuous Quality Improvement (CQI) Plan | * Copy of ERS 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 |

# 1. Curriculum and Learning:

# 1B. Teacher-Child Relationships and Interactions

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 1B.3.1  Staff engage children in meaningful conversations, use open-ended questions, and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve, and have positive peer interactions | ITERS-R and/or ECERS-R 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  Level 3 Technical Assistance Site Visit from Program Quality Specialist  AND  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 3.0 or higher | * Copy of ERS 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   AND   * 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 3.0 or higher for all educators |
| Level 3  **INTERIM CHANGE**  **Policy Change** | 1B.3.2  Educators are provided with opportunities to use outside consultants 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 that the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships and interactions, and prevention and intervention techniques | * 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 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.~~   OR   * Proof of current NAEYC Accreditation |

# 2. Safe, Healthy Indoor and Outdoor Environments

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 INTERIM CHANGE **Policy Change** | ~~(Formerly 2A.2.1)~~  ~~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 (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~~   *~~Note: Copy must have been~~* ***~~signed~~*** *~~within be within 2 years, or Program must submit an updated copy~~*  ~~OR~~  ~~Proof of current NAEYC Accreditation~~ |
| Level 3 INTERIM CHANGE **Policy Change** | 2A.3.1  Program, with parental consent, provides (directly or through collaboration) vision, hearing, and dental screenings, and shares results with families | ~~Evidence of~~ Statement of process demonstrating access to screenings, and indicating methods and collaboration | * Provide documentation that program provides, directly or through collaboration:   + Vision Screenings   + Hearing Screenings   + Dental Screenings * ~~If this is offered via an outside contractor, provide an MOU or proof that a collaboration is in place.~~ * Provide a description of how the program shares the results of screenings with families   OR  Head Start Program  OR  Proof of current NAEYC Accreditation |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 INTERIM 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)~~ | ~~Professional Qualifications Registry reflects that all Lead Teachers, Teachers, Assistant Teachers and Director have completed formal training in:~~   * + ~~Special diets, allergies and specialized feeding issues~~ |
| Level 3 | 2A.3.3  Demonstrates healthy, safe, and clean indoor and outdoor environments | ITERS-R and/or ECERS-R 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  Level 3 Technical Assistance Site Visit from Program Quality Specialist  AND  Continuous Quality Improvement (CQI) Plan using results of ERS self-assessment | * Copy of ERS 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 |

# 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 3 | 3A.3.1  Program Administrator has at least a bachelor’s degree | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that the Program Administrator listed in the Professional Qualifications Registry has a bachelor's degree or higher |
| Level 3 | 3A.3.2  Program Administrator has at least 6 credit-bearing hours of specialized college-level course work in administration, leadership, and management | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that Program Administrator listed in the Professional Qualifications Registry has 6 credit-bearing hours of specialized college-level course work in administration, leadership, and management |
| Level 3 | 3A.3.3  Program Administrator has at least 18 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education  OR  Documents that a plan is in place to meet the above qualifications within five years | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that Program Administrator listed in the Professional Qualifications Registry has 18 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education  OR  Provide copy of IPDP outlining plan |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 INTERIM CHANGE **Remove Redundancy** | ~~3A.3.4~~  ~~Program Administrator’s IPDP addresses their process and timelines to achieve the Program Administrator Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies~~ | ~~Signed document that IPDP is completed regularly~~ | ~~Provide~~ **~~signed~~** ~~documentation that Program Administrator's IPDP is completed at least annually~~  ~~OR~~  ~~Proof of current NAEYC Accreditation~~ |

# 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 3 | 3B.3.1  75 percent of classrooms have teachers with a bachelor’s degree or higher who work for the full program day | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that at least 75% of classrooms have an educator with a bachelor's degree |
| Level 3 INTERIM CHANGE **Remove Redundancy** | ~~3B.3.2~~  ~~IPDP ensures that the teacher receives Formal professional development in the components of the assessment process including screening, observation, use of assessment tools and IDEA processes~~ | ~~Document signed by program administrator that IPDP is completed regularly~~ | ~~Provide documentation that all educators’ IPDPs are completed at least annually~~  ~~OR~~  ~~Proof of current NAEYC Accreditation~~ |

# 4. Family and Community Engagement

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 4A.3.1  A 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 documentation that the program uses two or more of the following means of communication:   * Phone * Email * Notebook/log book * Checklists * Other (Please define)   OR  Head Start Program  OR  Proof of current NAEYC Accreditation |
| Level 3 | 4A.3.2  Families are encouraged to: volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies, and other relevant information | ITERS-R and/or ECERS-R 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  Level 3 Technical Assistance Site Visit from Program Quality Specialist  AND  Continuous Quality Improvement (CQI) Plan using results of ERS self-assessment | * Copy of ERS 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.3.3  Program 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 needed  Note: 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  OR  Proof of current NAEYC Accreditation. |
| Level 3 | 4A.3.4  Program participates in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support | Program Administration Scale (PAS) minimum self-assessed score of 5 | PAS score sheet which reflects a score of 5 or higher |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3  **INTERIM CHANGE**  **Policy Change** | 4A.3.5  Program ensures young children and their families have access to developmental, mental health, health, and nutrition services either through private pay arrangements or are offered such services through other programs | Document signed by program administrator describing how the program ensures children and their families have access to developmental, mental health, health, and nutrition services either through private pay arrangements OR are offered such services through other programs (such as, CFCE program, mental health providers, health care providers, etc. | * Provide a **signed** document stating that the program ensures that children and families have access to all of the following:   + Developmental screenings   + Mental health screenings   + Health screenings   + Nutrition screenings * ~~If children and families are offered these services via an outside contractor, provide a copy of an MOU or proof that a collaboration is in place~~   OR  Head Start Program  OR  Proof of current NAEYC Accreditation |

# 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 **Remove Redundancy** | 5A.3.1  Program ~~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.3.2  Program director, staff, and family input is solicited on an annual basis through a survey to evaluate the program | Program Administration Scale (PAS) minimum self-assessed score of 5 | PAS score sheet which reflects a score of 5 or higher |
| Level 3 | 5A.3.3  Results 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 surveys | Provide a Continuous Quality Improvement Plan which demonstrates that the results of family and staff surveys are incorporated into Continuous Quality Improvement Plan |
| Level 3 | 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 proof of annual accounting records review by independent party |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 5A.3.5  Program tracks and monitors teacher turnover and has a plan for addressing turnover | Description of system for tracking teacher turnover and plan for addressing teacher turnover | Provide documentation that describes the system for tracking teacher turn-over and the plan for addressing teacher turnover |

# 5. Leadership, Management and Administration:

# 5B. Supervision

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 5B.3.1  Program 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.3.2  Staff receive at least one benefit (paid vacation time, sick time, health insurance, tuition/PD reimbursement, or retirement plan option) | Program Administration Scale (PAS) minimum self-assessed score of 5 | * PAS score sheet which reflects a score of 5 or higher * Document providing an example of at least one benefit, (ex. paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option) |
| Level 3 | 5B.3.3  Staff are given feedback that give examples of best practice at least twice a month | Program Administration Scale (PAS) minimum self-assessed score of 5 | PAS score sheet which reflects a score of 5 or higher |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 5B.3.4  The 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 towards career goals) | Program Administration Scale (PAS) minimum self-assessed score of 5 | PAS score sheet which reflects a score of 5 or higher |
| Level 3 | 5B.3.5  Staff salary scales reflect the educational levels, experience, and performance levels, as determined by the annual evaluation of the staff members, and is comparable with the current wage level of others in the community with the same levels of education | Program Administration Scale (PAS) minimum self-assessed score of 5 | PAS score sheet which reflects a score of 5 or higher |

## 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.4.1  Program uses a curriculum that is aligned with MA Guidelines for Preschool Learning Standards and the Infant/ Toddler Learning Guidelines | Brief (1-3 page) description of: a) how curriculum aligns with core competencies outlined in MA Guidelines | * Provide documentation that the program uses a curriculum aligned with core competencies outlined in MA Guidelines * Approved curricula include:   + High Scope   + Creative Curriculum   + OWL   + Resources for Early Learning   Note: If the curriculum is not listed above, please provide an example of the curriculum |
| Level 4 | 1A.4.2  Program uses progress reports, appropriate screening tools, formative assessments, and information gathered through observation to inform curriculum planning and use results to monitor each child’s progress across developmental domains and inform program decision-making (e.g. curriculum content, strategies for improved staff implementation, and professional development) | Brief (1-3 page) description of: how curriculum is adapted to meet needs of children in classroom and program | Provide documentation that curriculum is adapted to monitor each child’s progress across developmental domains, and inform program decision-making |

# 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.4.1  Staff utilize teaching strategies that ensure a positive classroom environment, engage children in learning, and promote critical thinking skills | ITERS-R and/or ECERS-R 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)  AND  Results of ITERS-R and/or ECERS-R 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)  AND  Results of Level 3 individualized Technical Assistance from a Program Quality Specialist site visit  AND  CLASS reliable rater score of 6 or 7 on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative climate or Arnett Caregiver Interaction Scale average score of 3.2 or higher  AND  Continuous Quality Improvement Plan | * Copy of ERS 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) * CLASS reliable rater score of 6 or 7 on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative climate or Arnett Caregiver Interaction Scale average score of 3.2 or higher * 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.4.1  Demonstrates stimulating indoor and outdoor environments that provides access to sinks in the classroom | ITERS-R and/or ECERS-R 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)  AND  Results of ITERS-R and/or ECERS-R 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)  AND  Results of Level 3 individualized Technical Assistance from a Program Quality Specialist site visit  AND  Status of sinks confirmed during reliable rater visits  AND  Continuous Quality Improvement Plan | * Copy of ERS 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) * Provide documentation proving that there are sinks in all classrooms * 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 | 3A.4.1  Program Administrator has at least 6 credit-bearing hours of specialized college-level course work in administration, leadership, and management | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that the Program Administrator listed in the PQR has 6 credit-bearing hours of specialized college-level course work in administration, leadership, and management |
| Level 4 | 3A.4.2  Program Administrator has at least 18 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that the Program Administrator listed in the PQR has 18 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education |
| Level 4 | 3A.4.3  Program 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~~  ~~Program Administrator has a Professional Development Plan that addresses areas of identified needs and increases their competency along the advanced continuum of the core competencies~~ | ~~Document signed by program administrator that IPDP is completed regularly~~ | ~~Provide a~~ **~~signed~~** ~~document that the Program Administrator's IPDP is completed at least annually~~  ~~OR~~  ~~Proof of current NAEYC Accreditation~~ |

# 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 | 3B.4.1  All (100 percent) of the classrooms have educator(s) with a bachelor’s degree or higher who work for the full program day | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that 100% of classrooms have at least one educator with a Bachelor Degree  (If the program has four classrooms, at least four educators should have a Bachelor Degree) |
| Level 4 | 3B.4.2  Have a minimum of 30 college credits in early childhood education/child development/special education | Qualifications and Experience (as indicated by PQ Registry) | Document in the Professional Qualifications Registry that at least one educator in each classroom has received 30 college credits in early childhood education (if a program has four classrooms, the PQR should indicate that at least four educators have received 30 college credits in ECE) |
| Level 4 INTERIM CHANGE **Remove Redundancy** | ~~3B.4.3~~  ~~IPDP reflects mentoring/coaching/supervision, curriculum, etc.~~ | ~~Document signed by program administrator that IPDP is completed regularly~~ | ~~Provide documentation~~ **~~signed~~** ~~by program administrator that IPDP is completed regularly~~ |

# 4. Family and Community Engagement

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 4A.4.1  Parents participate on the advisory board for the program and are actively involved in the policy and decision making for the program | ITERS-R and/or ECERS-R 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)  AND  Results of ITERS-R and/or ECERS-R 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)  AND  Results of Level 3 individualized Technical Assistance from a Program Quality Specialist site visit  AND  Continuous Quality Improvement Plan | * Copy of ERS 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   OR  Proof of current NAEYC Accreditation  OR  Head Start Program |
| Level 4  **INTERIM CHANGE**  **Policy Change** | 4A.4.2  Program provides or 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. * ~~Provide a MOU or proof that a collaboration is in place with the agencies who can provide these services~~   OR  Head Start Program |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4  **INTERIM CHANGE**  **Policy Change** | 4A.4.3  Program ensures all children and families have access to comprehensive screenings, referrals, and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services | Document signed by program administrator demonstrating that children have access to the following screenings, referrals, and services: developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services; these may be provided either through the program or another service delivery such as E/I, public school, CFCE program, or by family arrangement | Provide documentation **signed** by program administrator demonstrating that children have access to the following screenings, referrals, and services:   * Developmental screening * Mental health screening * Speech screening * Speech therapy * Physical therapy * Occupational therapy * Dental health care * Nutrition services   Note: These may be provided either through the program or another service delivery such as early intervention, public school, CFCE Program, or by family arrangement.  ~~Note: If this is offered via an outside contractor, please provide an MOU or proof that a collaboration is in place~~  OR  Head Start Program |

# 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.4.1  Program staff and advisory board are involved in the development of the business plan and it is reviewed periodically for updating | Program Administration Scale (PAS) minimum self-assessed score of 5 | Provide documentation that the program staff and advisory board are involved in the development of the business plan and it is reviewed periodically for updating |
| Level 4 | 5A.4.2  Program 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 keeping  AND  Program 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)   Checkmark dropdown box in online QRIS  Program Manager (QPM) includes (choose all that apply):   Children’s Health   Services   Absenteeism   Children’s educational information   Staff qualifications   Professional development   Financial records/information   Other (if other, please explain)  Checkmark dropdown box in online QRIS  Program Manager (QPM) includes (choose all that apply):   Children’s Health   Services   Absenteeism   Children’s educational information   Staff qualifications   Professional development   Financial records/information   Other (if other, please explain) |
| Level 4 | 5A.4.3  An outside audit is conducted annually by a Certified Public Accountant | Program Administration Scale (PAS) minimum self-assessed score of 5  AND  Verification that an outside audit is conducted annually by a Certified Public Accountant | Provide documentation that an outside audit is conducted annually by a Certified Public Accountant |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 INTERIM CHANGE **Policy Change** | ~~5A.4.4~~  ~~Program shares the results of the program quality rating with the families, staff, governing board and funders~~ | ~~ITERS-R and/or ECERS-R 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)~~  ~~AND~~  ~~Results of ITERS-R and/or ECERS-R 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)~~  ~~AND~~  ~~Continuous Quality Improvement Plan~~ | * ~~Copy of ERS 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~~ |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 5B.4.1  Program offers a benefit package that includes vacation, sick time, and health insurance | 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.4.2  Staff are provided ongoing mentoring that includes demonstration of best practices on a weekly basis | Description of regular opportunities for teaching staff to engage in reflective teaching practices, peer group coaching and mentoring | Provide documentation stating that there are regular opportunities for educators to engage in reflective teaching practices, peer group coaching and mentoring |
| Level 4  **INTERIM CHANGE**  **Remove Redundancy** | ~~5B.4.3~~  ~~Program demonstrates systematic opportunities for teachers to engage in reflective teaching practices through the use of peer groups, coaches and/or mentors~~ | ~~Description of regular opportunities for teaching staff to engage in reflective teaching practices, peer group coaching and mentoring~~ | ~~Provide a description of regular opportunities for teaching staff to engage in reflective teaching practices, peer group coaching and mentoring~~ |
| Level 4 | 5B.4.4  Program has an incentive program that rewards each educator that achieves the next step on the career ladder | Program Administration Scale (PAS) minimum self-assessed score of 5 | PAS score sheet which reflects a score of 5 or higher |

# APPENDIX A: Environment Rating Scales Score Requirements for Center Based Programs

Minimum Subscale Requirements for Infant/Toddler Environment Rating Scale - Revised (ITERS-R)\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ERS Subscales | Level 1 Requirement | Level 2 Requirement  (overall = 3) | Level 3 Requirement  (overall= 4.5) | Level 4  Requirement  (overall=5.5) |
| 1. Space and Furnishings | No ERS requirement | 2 | 3 | 4 |
| 2. Personal Care Routines | No ERS requirement | 2 | 3 | 4 |
| 3. Listening and Talking | No ERS requirement | 3 | 4 | 5 |
| 4. Activities | No ERS requirement | 3 | 4 | 5 |
| 5. Interaction | No ERS requirement | 3 | 4 | 5 |
| 6. Program Structure | No ERS requirement | 3 | 4 | 5 |
| 7. Parents and Staff | No ERS requirement | 2 | 3 | 4 |

\*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 A: Environment Rating Scales Score Requirements for Center Based Programs

Minimum Subscale Requirements for Early Childhood Environment Rating Scale - Revised (ECERS-R)\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ERS Subscales | Level 1 Requirement | Level 2 Requirement  (overall = 3) | Level 3 Requirement  (overall= 4.5) | Level 4  Requirement  (overall=5.5) |
| 1. Space and Furnishings | No ERS requirement | 2 | 3 | 4 |
| 2. Personal Care Routines | No ERS requirement | 2 | 3 | 4 |
| 3. Language and Reasoning/ Listening and Talking | No ERS requirement | 3 | 4 | 5 |
| 4. Activities | No ERS requirement | 3 | 4 | 5 |
| 5. Interaction | No ERS requirement | 3 | 4 | 5 |
| 6. Program Structure | No ERS requirement | 3 | 4 | 5 |
| 7. Parents and Staff | No ERS requirement | 2 | 3 | 4 |

\*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.

**Center Based Programs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Formal PD Required** | **Level 2** | **Level 3** | | **Level 4** | |
|  | **Additional** | **Total** | **Additional** | **Total** |
| ***Program Administrator*** | **25 hours** | None | **25 hours** | None | **25 hours** |
| ***At Least One Educator Per Classroom*** | **15 hours** | 15 hours | **30 hours** | None | **30 hours** |
| ***All Additional Educators that Interact with Children*** | **5 hours** | None | **5 hours** | None | **5 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