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MA Quality Rating and Improvement System (MA QRIS)

**MA QRIS FAMILY CHILD CARE** **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. 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>.

### 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  Schedule reflects that educators have regular curriculum planning time | Verification by provider that regular curriculum planning time is scheduled  AND  Business Administration Scale (BAS) of 3 or higher | * Provide a **signed** statement that planning time is scheduled OR a provide copy of the schedule   AND   * BAS score sheet which reflects a score of 3 or higher |
| Level 2  **INTERIM CHANGE**  **Policy Change** | ~~1A.2.2~~  ~~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.2.3  Materials reflect the language and culture of the children being served in the family child care home, their communities, and represent the diversity of society | FCCERS-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 FCCERS-R self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level | * Copy of FCCERS self-assessed scores, which reflects that program 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

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2  **INTERIM CHANGE**  **Policy Change** | ~~1B.2.1~~  ~~Educator has participated in formal professional development on how to support positive relationships and interactions with children 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)~~  ~~AND~~  ~~FCCERS-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 FCCERS-R self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level~~ | 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.2.1  There are at least 3-4 interest areas, depending on the age of the children, with a variety of age appropriate materials and equipment available and accessible to children  Demonstrates safe and healthy indoor and outdoor environments. | FCCERS-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 FCCERS-R self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level | * Copy of FCCERS self-assessed scores, which reflects that program 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: Family Child Care Provider Qualifications and Professional Development

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 3A.2.1  All educators caring for children have a high school diploma, GED, or CDA | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that ALL educators have at least one of the following:   * High school diploma * GED * Current Child Development Associate Credential (CDA) |
| Level 2 | 3A.2.2  At least one educator has a Child Development Associate Credential (CDA), (or higher i.e. AA or BA) for the age of the children served OR EEC Lead Teacher Qualified (Preschool or Infant / Toddler) | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that at least one educator caring for the children has at least one of the following:   * Current Child Development Associate Credential (CDA) * AA, BA, or MA * EEC Lead Teacher Qualified (Preschool or Infant/Toddler) |
| Level 2 | 3A.2.3  At least one educator has a minimum of 2 years’ experience as a Family Child Care Provider | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that **at least one** educator caring for the children has at least two years of experience working in Family Child Care; experience should be full time and could be considered if the educator was working as an assistant |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 3A.2.4  Educator has an Individual Professional Development Plan (IPDP) that addresses their identified formal professional development needs and increases their competency along the continuum of the core competencies | Document signed by the family child care provider that IPDP is completed regularly | Provide a **signed** document that the educator with primary responsibility for caring for the children has an IPDP that is:   * Created Annually * Reviewed Annually * Updated Annually |
| Level 2  **INTERIM CHANGE**  **Remove Redundancy** | ~~3A.2.5~~  ~~IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency~~ | ~~Document signed by the family child care provider that IPDP is completed regularly~~ | ~~Provide a~~ **~~signed~~** ~~document that the educator with primary responsibility for caring for the children has an IPDP that is:~~   * ~~Created Annually~~ * ~~Reviewed Annually~~ * ~~Updated Annually~~   ~~IPDP should include:~~   * ~~Using the MA Guidelines for Preschool Learning Experiences and Infant/Toddler Learning Guidelines (I/T only applicable if this age group is served)~~ * ~~Diversity~~ * ~~Oral Language development~~ * ~~Supporting Children's Literacy Development~~ * ~~Strengthening Families Protective Factors~~ |

# 4. Family and Community Engagement

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 4A.2.1  Educator offers opportunities for parents to meet at least every two months | Document signed by family child care provider describing the opportunities for parents to meet with educators at least every other month | Provide a **signed** document demonstrating that parent/educator opportunities are:   * Planned * Formal * Intentional * Initiated by the program * Offered at least every two months   Note: These opportunities can be face to face, electronically, or via phone |
| Level 2 | 4A.2.2  Educator maintains a list of current community resources that support families that is always accessible to parents, including information about available resources for annual vision, hearing and dental screenings | Business Administration Scale (BAS) Score of 3 or higher | BAS score sheet which reflects a score of 3 or higher |
| Level 2 | 4A.2.3  Educator participates in community events | Document signed by family child care provider that briefly describes the community events that the program participates in at least annually | Provide a **signed** document which details:   * A list of events that the provider 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 |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2 | 4A.2.4  Educator establishes ongoing communication with other family child care providers in the community or community agencies to exchange information and resources | Document signed by family child care provider that shows the educator establishes ongoing communication with other family child care providers in the community to exchange information and resources | Provide a **signed** document which details that:   * Provider communicates regularly with other Family Child Care providers to exchange information and resources * Documentation should include scheduled dates and agendas |
| Level 2 | 4A.2.5  Educator completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement | Continuous Quality Improvement Plan that includes Strengthening Families self-assessment | Submit a Continuous Quality Improvement Plan which includes data from the Strengthening-Families self-assessment, including:   * Current goals * Activities for strengthening family and community engagement; and   Submit the Strengthening Families score sheet |

# 5. Leadership, Management and Administration:

# 5A. Leadership, Management, and Administration

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|  | 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 | FCCERS-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 FCCERS-R self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level  AND  Document signed by family child care licensee that program updates are provided at least twice a year to staff and families in their primary, or preferred, language to the extent appropriate and possible | * Copy of FCCERS self-assessed scores, which reflects that program 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   AND  Provide a document **signed** by family child care licensee that program updates are provided at least twice a year to staff and families in their primary, or preferred, language to the extent appropriate and possible |
| Level 2  **INTERIM CHANGE**  **Policy Change** | 5A.2.2  Family Child Care Home has a written business plan | Written business plan ~~with operating budget that includes an annual operating budget~~ that is used to guide planning, set goals, and make decisions  AND  Business Administration Scale (BAS) score of 3 or higher | Provide acopy of business plan ~~that includes annual operating budget~~  AND  BAS score sheet which reflects a score of 3 or higher |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 2  **INTERIM CHANGE**  **Remove Redundancy** | ~~5A.2.3~~  ~~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~~ | ~~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)~~ | ~~Provide documentation that program’s admissions policy promotes diversity~~  ~~OR~~  ~~Head Start Program~~ |

# 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.2.1  If educator has an assistant, there are scheduled meetings each week to ensure the assistant receives feedback and is informed on all issues | Schedule showing time for regular meetings and feedback for assistants. | Provide documentation that provider and his/her assistant has scheduled time every week to share information and feedback. This should include:   * A statement that there are scheduled weekly meetings * A copy of the schedule that reflects these meetings   Note: This is not required if the provider does not have an assistant. In this case, provide a **signed** statement that there is no assistant |

### 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 | 1A.3.1  Educators offer opportunities for parental input in the progress reports | FCCERS-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  Using results of FCCERS-R self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level  AND  Results of Individualized Technical Assistance from a Program Quality Specialist site visit | * Copy of FCCERS self-assessed scores, which reflects that program 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  **INTERIM CHANGE**  **Policy Change** | ~~1A.3.2~~  ~~Educators have received formal professional development in the curriculum; documenting children’s progress; and 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. |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 1A.3.3  Either directly or through a network or system, educator uses screening tools, progress reports, formative assessments, or information gathered through observation to set goals for individual children across developmental domains | Description of screening tools, formative assessments, and observation data. Description of how these are used to address children’s needs | Provide documentation that:   * Program completes developmental screening on all children using an evidence-based tool; * Provider completes formative assessment on all children using an evidence-based tool; * A description of how these tools are used to share information with staff and families, and create activities to support all children’s individual needs. |

# 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  **INTERIM CHANGE**  **Policy Change** | 1B.3.1  When needed, the educator uses an outside consultant/ mentor with expertise in children’s cognitive development, behavior, and mental health to provide support and assistance in implementing strategies that support positive relationships/ interactions and prevention/ intervention techniques | Document signed by family child care provider that describes how the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to Educator in implementing strategies that support positive relationships/ interactions and prevention/ intervention techniques  AND  FCCERS-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  Using results of FCCERS-R self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level  AND  Results of Level 3 Individualized Technical Assistance from a Program Quality Specialist site visit | Provide **signed** statement of process indicating that provider has support from **FCC system staff** or a **consultant** with **certification** in at least one of the following:   * Behavioral Health * Mental Health * Prevention/Intervention Techniques (i.e. CSEFEL)   ~~NOTE: If this is offered via an outside contractor, provide an MOU or proof that a collaboration is in place~~  AND   * Copy of FCCERS self-assessed scores, which reflects that program 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   OR  Proof of NAFCC Accreditation  OR  Head Start Program |

# 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 3  **INTERIM CHANGE**  **Policy Change** | ~~Formerly 2A.2.2~~  ~~Annual consultations 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 provides a written report to the program~~ | ~~Copy of agreement with the Health Consultant or copy of agreement from the family child care system or other network, through which a Health Consultant provides services~~  ~~AND~~  ~~Signed statement from the family child care provider verifying that the visits with health consultant occur on at least an annual basis~~ | ~~Submit two forms:~~   * **~~Signed~~** ~~form from the Health Consultant or copy of the collaboration agreement through which a health consultant provides services~~ * **~~Signed~~** ~~statement from the program verifying that the visits occur on at least an annual basis~~   ~~Note: The copy must have been signed within 2 years, or the provider must submit an updated copy~~  ~~Note: Health Consultant must meet EEC Licensing definition of Health Care Consultant~~ |
| Level 3 | 2A.3.1  Demonstrates quality indoor and outdoor environments | FCCERS-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  Using results of FCCERS-R self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level  AND  Results of Level 3 Individualized Technical Assistance from a Program Quality Specialist site visit | * Copy of FCCERS self-assessed scores, which reflects that program 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 |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 2A.3.2  Ensures all children have access to a developmental screening within 45 days of enrollment using a valid and reliable tool, refer them to appropriate services, and maintain necessary records | Evidence of access to screenings, records and referral offered either directly, through collaboration with another agency, or accessed directly by parents of children attending the program | Provide documentation confirming that:   * All children have access to a developmental screening within 45 days of enrollment; and * Children are referred for services when needed   NOTE: Screening may be done by the provider, collaboration with an agency, or provided by the child’s family  OR  Head Start Program |
| Level 3  **INTERIM CHANGE**  **Policy Change** | ~~2A.3.3~~  ~~Educator receives formal professional development 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, PDP, or College Credit (these trainings do not need to be in addition to college credits already earned)~~ | ~~Professional Qualifications Registry reflects that~~ **~~all~~** ~~educators have completed FORMAL Professional Development (college credit, min. 5 CEU, 5 PDP, or 5 CEC) in:~~   * ~~Special diets, allergies and specialized feeding issues~~ |

# 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 | 3A.3.1  At least one educator meets Requirements of Level 2 PLUS CDA, (or higher i.e. associate’s degree or bachelor’s degree) with 15 college credits in early childhood education, child development, and/or special education | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that at least one full time educator has a High School Diploma or GED  AND  At least one of the following:   * CDA (current) * Associate’s degree * Bachelor’s degree   AND  15 college credits in early childhood education, child development, and/or special education |
| Level 3 | 3A.3.2  Has a minimum of 3 years of experience as a Family Child Care Provider | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that *at least one* educator caring for the children has at least three years of experience working in Family Child Care. Experience should be full time and could be considered if the educator was working as an assistant |
| Level 3  **INTERIM CHANGE**  **Remove Redundancy** | ~~3A.3.3~~  ~~IPDP ensures that the Provider receives formal professional development in the components of the assessment process including screening, observation, use of assessment tools and processes for accessing additional services~~ | ~~Document signed by the family child care provider that IPDP is reviewed regularly and completed/updated at least once annually.~~ | ~~Provide a~~ **~~signed~~** ~~document that the educator with primary responsibility for caring for the children has an IPDP that is:~~   * ~~Created Annually~~ * ~~Reviewed Annually~~ * ~~Updated Annually~~   ~~AND~~  ~~Provide a copy of an IPDP that includes professional development planning for:~~   * ~~Screening~~ * ~~Observation~~ * ~~Use of assessment tools~~ * ~~Processes for accessing additional services for children~~ |

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3  **INTERIM CHANGE**  **Remove Redundancy** | ~~3A.3.3~~  ~~IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency~~ | ~~Document signed by the family child care provider that IPDP is reviewed regularly and completed/updated at least once annually.~~ | ~~Provide a~~ **~~signed~~** ~~copy of IPDP that includes professional development planning for QRIS Level 4 requirements, including:~~   * ~~Coursework on language and literacy skills either in English or the child’s language~~ * ~~Coursework on screening and assessment~~ * ~~24 credits in early childhood~~ * ~~Associate's degree or has 60 college credits and is enrolled in a bachelor’s degree program in early childhood education, child development, early childhood special education or a related field~~ |
| Level 3 | 3A.3.4  All other adults caring for children, consistently, have a minimum of 6 college credits in early childhood education, child development and/or special education | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that **all** adults caring for children have received the following formal professional development:   * 6 college credits in early childhood education, child development and/or special education |

# 4. Family and Community Engagement

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|  | 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 (e.g. scheduled telephone hour, checklists, e-mail) | FCCERS-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  Using results of FCCERS-R self-assessment, program develops a Continuous Quality Improvement Plan describing how program plans to move to the next QRIS level  AND  Results of Level 3 Individualized Technical Assistance from a Program Quality Specialist site visit | * Copy of FCCERS self-assessed scores, which reflects that program 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  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 |
| Level 3 | 4A.3.2  Educator has developed informational materials on the program that are in the language of the community, are available for use in the community, and are given to prospective families | Business Administration Scale (BAS) score of 5 | BAS score sheet which reflects a score of 5 or higher |
| Level 3 | 4A.3.3  Educator participates in local community group work that is related to early childhood, cultural group served by the program and/or family support | Business Administration Scale (BAS) score of 5 | BAS score sheet which reflects a score of 5 or higher |

# 5. Leadership, Management and Administration:

# 5A. Leadership, Management, and Administration

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|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 3 | 5A.3.1  Educators and family input are solicited on an annual basis through a survey to evaluate the program | Results of annual surveys, copy of results report, and copy of the Continuous Quality Improvement Plan | * Provide a copy of annual staff survey, and a summary of the results * Provide a copy of annual family surveys, and a summary of the results   AND   * Demonstrate that the results of the family and staff survey are incorporated into the Continuous Quality Improvement Plan |
| Level 3  **INTERIM CHANGE**  **Policy Change** | ~~5A.3.2~~  ~~Educator has a written plan that addresses alternative staffing by persons who meet the same qualifications requirements as the Educator in the event that the caregiver is ill, has to be out of the home or in the case of an emergency~~ | ~~Portion of written policy indicating that alternative staff requirements are met~~ | ~~Provide documentation that provider has alternative staffing by persons who meet the same qualifications requirements as the Educator in the event that the caregiver is ill, has to be out of the home, or in the case of an emergency~~  ~~OR~~  ~~Proof of NAFCC Accreditation~~ |
| Level 3 | 5A.3.3  Program consults with a qualified tax preparer to assure compliance with reporting requirement and payment of taxes | Business Administration Scale (BAS) score of 5 | BAS score sheet which reflects a score of 5 or higher |

# 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 3 | 5B.3.1  Educator has a regularly scheduled meeting time each week to plan activities, child observations, and use of materials | FCCERS-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  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  Results of Level 3 Individualized Technical Assistance from a Program Quality Specialist site visit | * Copy of FCCERS self-assessed scores, which reflects that program 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  **INTERIM CHANGE**  **Policy Change** | ~~5B.3.2~~  ~~Through a FCC system, mentor, or network of peer-support, educators regularly participate in activities that support their career development through the use of a career ladder~~ | ~~Document signed by family child care licensee that describes the activities that are implemented to supports career development through a career ladder~~ | * ~~IPDP includes activities that support career development through the use of a career ladder~~ * ~~Document~~ **~~signed~~** ~~by family child care licensee that describes the activities that are implemented to supports career development through a career ladder (for example, working with a coach, working with a system, working with a university advisor)~~ |

### 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 | Example of lesson plan demonstrating alignment with MA Guidelines | Provide documentation that the provider uses a curriculum that aligns 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, provide an example of the curriculum |
| Level 4  **INTERIM CHANGE**  **Policy Change** | ~~1A.4.2~~  ~~Educator has completed coursework on language and literacy skills either in English or the language of the children served that provides a model for children. and has completed coursework on screening and assessment~~ | ~~Document signed by family child care provider that Educator demonstrates language and literacy skills in English or the child's language that provide a model for children~~  ~~AND~~  ~~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. |

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| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 1A.4.3  Either directly or through a system or network, provider uses screening tools, progress reports, formative assessments, or information gathered through observation to inform curriculum planning and use results to monitor each child’s progress across developmental domains | Description of how program uses data to inform curriculum planning and to monitor each child’s progress | Provide documentation that curriculum is adapted to monitor each child’s progress across developmental domains, and inform program decision-making  OR  Head Start Program |

# 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  Educators engage children in meaningful conversations, as age and developmentally appropriate, 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 | FCCERS-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 FCCERS-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  Arnett Caregiver Interaction Scale average score of 3.2 or higher  AND  Continuous Quality Improvement Plan | * Copy of FCCERS self-assessed score, which reflects that program meets or exceeds meet or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5 depending on the subscale * Arnett Caregiver Interaction Scale average score of 3.2 or higher * For Arnett list of educator names, date of most recent Arnett observation, and description of how information is used to support educators * Continuous Quality Improvement Plan |

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 1B.4.2  Educators utilize teaching strategies that ensure a positive learning environment, engage children in learning, and promote critical thinking skills | FCCERS-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 FCCERS-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  Arnett Caregiver Interaction Scale average score of 3.2 or higher  AND  Continuous Quality Improvement Plan | * Copy of FCCERS self-assessed score, which reflects that program meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5 depending on the subscale * Arnett Caregiver Interaction Scale average score of 3.2 or higher * For Arnett list of educator names, date of most recent Arnett observation, and description of how information is used to support educators * 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 | FCCERS-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 FCCERS-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 FCCERS self-assessed scores, which reflects that program meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5 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 4 | 3A.4.1  At least one educator has an associate's degree, or has equivalent coursework (60 college credits and is enrolled in a bachelor’s degree program, or a higher degree (i.e. bachelor’s degree), in early childhood education, child development, early childhood special education, or a related field with 24 credits in early childhood | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that at least one educator has an associate's degree, or has equivalent coursework (60 college credits and is enrolled in a bachelor’s degree program, or a higher degree, i.e. bachelor’s degree), in early childhood education, child development, early childhood special education or a related field with 24 credits in early childhood |
| Level 4 | 3A.4.2  Ensures that one educator is in the FCC home at least two times a month that has a bachelor’s degree in early childhood or a related field | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that:   * Family Child Care provider or assistant has a bachelor's degree; or * Individual providing technical assistance on site at least two times per month to Family Child Care provider has a bachelor's degree in early childhood or a related field |
| Level 4 | 3A.4.3  Has a minimum of 60 months experience as a Family Child Care Provider | Qualifications and Experience (as indicated by PQ Registry) | Professional Qualifications Registry reflects that **at least one** educator caring for the children has at least five years of experience working in Family Child Care. Experience should be full time and could be considered if the educator was working as an assistant. |

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| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4  **INTERIM CHANGE**  **Remove Redundancy** | ~~3A.4.4~~  ~~IPDP ensures that the educator receives formal professional development in selection and use of screening and assessment tools, collection and interpretation of data and strategies for teaching children with special needs and diverse languages~~ | ~~Document signed by the family child care provider that IPDP is reviewed regularly and completed/updated at least once annually.~~ | ~~Provide:~~   * ~~A~~ **~~signed~~** ~~document that the provider completes an IPDP regularly; and~~ * ~~A copy of IPDP that includes professional development planning for QRIS Level 4 requirements, including:~~    + ~~Selection and use of screening and assessment tools~~   + ~~Collection and interpretation of data~~   + ~~Strategies for teaching children with special needs and diverse languages~~ |

# 4. Family and Community Engagement

|  |  |  |  |
| --- | --- | --- | --- |
|  | QRIS CRITERION | MEASUREMENT METHOD | REQUIRED DOCUMENTATION, MEASUREMENT TOOL SCORE, OR FORMAL PROFESSIONAL DEVELOPMENT |
| Level 4 | 4A.4.1  Families are encouraged to volunteer to assist in the program and, with appropriate supervision, share cultural and language traditions or other interests such as their jobs, hobbies, and other relevant information | FCCERS-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 FCCERS-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 FCCERS self-assessed scores, which reflects that program meets or exceeds the overall score requirement of 5.5, and subscale score requirements of 4 or 5 depending on the subscale * Continuous Quality Improvement Plan |
| Level 4  **INTERIM CHANGE**  **Policy Change** | 4A.4.2  Educator 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.) | Verification by family child care provider listing the access and opportunities to training provided | Provide:   * A **signed** document explaining how the provider connects families to education, training and support * ~~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**  **Clarify Language** | 4A.4.3  Educator either directly or through a system or network (i.e. CFCE grantee) has relationships with early intervention programs, the local LEA, mental health, health, dental health, a program health consultant, U.S.D.A. Food and Nutrition program, that specifies the responsibilities and duties of each entity in supporting children and families | Verification by family child care provider that children have access, either through private pay arrangements or with parent consent, through other service providers to the following services: developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services | Provide:   * A **signed** document that the provider connects families to education, training and support; * A list of early intervention programs, the local LEA, mental health, health, dental health, a program health consultant, and U.S.D.A. Food and Nutrition programs with whom the provider has agreements; * A description of the procedures to connect children and families with developmental screenings, mental health screenings, speech screenings, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services; * ~~MOU or proof that a collaboration is in place with the agencies who can provide these services;~~   OR  Head Start Program |
| Level 4  **INTERIM CHANGE**  **Remove Redundancy** | ~~4A.4.4~~  ~~Educator coordinates with other family child care providers in the community and develops sharing agreements to maximize resources, services and professional development opportunities~~ | ~~Verification that provider is participating in a family child care network or system~~ | ~~Provide:~~   * ~~Documentation the provider is participating in a family child care network or system~~ * ~~A description of how the provider coordinates with other family child care providers in the community and develops sharing agreements to maximize resources, services and professional development opportunities~~ |

# 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  Educator has a system for data collection and tracking children's health, services, absenteeism, and educational information, and professional development and financial record keeping | Business Administration Scale (BAS) score of 5  AND  Checklist/document signed by family child care provider that the program has a system that maintains and tracks information on: children’s health, services, absenteeism, children’s educational information, staff qualifications, professional development and financial record keeping. | BAS score sheet which reflects a score of 5 or higher  AND  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) |
| Level 4  **INTERIM CHANGE**  **Policy Change** | ~~5A.4.2~~  ~~Educator shares the results of the program quality rating with the families, educator, the family child care system, governing board and funders, as appropriate~~ | ~~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~~ |

# 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  Educators have regular opportunities to engage in reflective practice | Written description of opportunities for teaching Educator to engage in reflective teaching practices | Provide a description of regular opportunities for teaching staff to engage in reflective teaching practices |
| Level 4  **INTERIM CHANGE**  **Policy Change** | ~~5B.4.2~~  ~~Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educator~~ | ~~Business Administration Scale (BAS) score of 5~~ | ~~BAS score sheet which reflects a score of 5 or higher~~ |
| Level 4  **INTERIM CHANGE**  **Policy Change** | ~~5B.4.3~~  ~~Either directly or through a system or network, the educator has an incentive program that rewards those working in the family child care home that achieve the next step of the career ladder~~ | ~~Portion of written policy showing incentives for educator based on educational advancement~~ | ~~Provide a description of the written policy showing incentives for educator based on educational advancement~~ |

# APPENDIX A: Environment Rating Scales Score Requirements for FAMILY CHILD CARE PROGRAMS

**Minimum Subscale Requirements for FAMILY CHILD CARE Environment Rating Scale - Revised (FCCERS-R)\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. 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 Provider | 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.

#### **Family Child Care EDUCATORS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Formal PD Required** | **Level 2** | **Level 3** | | **Level 4** | |
|  | Additional | **Total** | Additional | **Total** |
| ***FCC Educator*** | **20 hours** | 15 hours | **35 Hours** | 5 hours | **40 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