Draft MA QRIS Standards for Public Hearing, June 2017

Community Center-Based Programs

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| **For all standards, QRIS Level 1** requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan. |

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| STANDARD 1: CURRICULUM, ASSESSMENT, ANDINSTRUCTIONAL PRACTICE |
| 1A. Curriculum: Program uses a developmentally appropriate curriculum that supports children in all learning domains.  * Level 2: Program uses an intentional, documented curriculum that reflects developmentally appropriate practices * Level 3: Program uses an intentional, documented curriculum that reflects understanding and use of EEC standards and guidelines * Level 4/5: Program effectively and consistently implements: differentiated curriculum; or emergent curriculum; or specialized curriculum; or evidence-based general curriculum |
| 1B. Assessment: Program uses observation and documentation practices to assess children in the program.1B.i: Program uses screening tools to assess all children in all developmental domains.  * Level 2a: For all children, program conducts annual developmental screenings using a valid, reliable screening tool * Level 2b: Program shares screening data with families for potential follow-up or referral * Level 3: For all children, program documents children’s development across developmental domains using a valid, reliable screening tool and shares data with families * Level 4/5: Program shares data regarding children’s development to ensure smooth transitions between program and Early Intervention and/or public school  1B.ii: Program uses formative assessment with all children in all early learning domains.  * Level 2: For all children, program conducts formative assessments * Level 3: For all children, program integrates formative assessments into daily activities * Level 4/5: Program documents children’s development across early learning domains; Program uses formative assessment that is responsive to the diverse cultural, linguistic, and developmental needs of children |
| 1C. Instructional Practice: Program uses strategies to engage and meet goals for diverse learners.  * Level 2: Program identifies patterns in assessment data to inform curriculum * Level 3: Program demonstrates use of assessment data to differentiate instruction * Level 4/5: Program develops continuous individual learning goals for all children that are informed by formative assessment process; Program shares data regarding children’s development to ensure smooth transitions between program and Early Intervention and/or public school |
| STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS |
| 2A. Learning Environment: Program demonstrates a safe and healthy environment that fosters learning, exploration, and play.  * Level 2: Environment Rating Scales (ERS) technical assistance consultation * Level 3: ERS reliable rater visit and Classroom Assessment Scoring System (CLASS) technical assistance consultation * Level 4/5: ERS and CLASS reliable rater visit |
| 2B. Interactions: Program implements strategies that promote high-quality interactions.  * Level 2: ERS technical assistance consultation * Level 3: ERS reliable rater visit and CLASS technical assistance consultation * Level 4/5: ERS and CLASS reliable rater visit |
| STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT |
| 3A. Family Engagement: Program communicates and partners with families.  * Level 2a: Program Administration Scale (PAS) score of 3 on Family Communications Item * Level 2b: Program implements survey to determine how program can better support families * Level 3a: PAS score of 4 on Family Communications Item * Level 3b: Program implements evidence-based family engagement assessment * Level 4/5: PAS score of 5 on Family Communications Item; Program demonstrates individualized family support plans; Program implements family visiting model; Program encourages families to engage in enrichment activities that connect curriculum to home; Program invites family participation in program decision-making |
| 3B. Community Engagement: Program collaborates with community organizations to support children and families.  * Level 2: Program provides information about community-based resources for children and families related to data collected in family survey * Level 3: Program provides individualized referrals for community-based resources to families and provides informal follow-up with families * Level 4/5: Program participates in community-based comprehensive service councils; Program establishes strategic partnerships with community organizations, community members, and businesses to increase access to community resources for families |
| STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE |
| 4A. Professional Culture: Program policies encourage a professional work environment and program sustainability.  * Level 1: Meets licensing requirements, plus foundational coursework and Continuous Quality Improvement Plan submitted within 12 months * Level 2: PAS score of 3 on the following items:   + Staff Orientation   + Staff Development   + Staffing Patterns and Scheduling   + Budget Planning * Level 3: PAS score of 4 on the following items:   + Staff Orientation   + Staff Development   + Staffing Patterns and Scheduling   + Budget Planning * Level 4/5: PAS of 5 on the following items:   + Staff Orientation   + Staff Development   + Staffing Patterns and Scheduling   + Budget Planning   + Compensation   + Benefits   + Accounting Practices   + External Communications |
| 4B. Professional Development: Program uses observation, quality supports, and professional development to increase knowledge and competency.  * Level 2a: Program administrator provides educator observation and guidance to promote practice and foster Career Lattice advancement * Level 2b: Program uses quality supports and professional development opportunities in response to ERS technical assistance consultation and internal observations * Level 3a: Program administrator provides regular feedback to educators based on observation of practice and educators’ Career Lattice goals, which include experience, competencies, knowledge, and qualifications * Level 3b: Program uses quality supports and professional development opportunities in response to ERS reliable rater visit, CLASS technical assistance consultation, and internal observations * Level 4a: Program administrator develops program-wide professional development plan to assist staff in advancing in Career Lattice * Level 4b: Program uses quality supports and professional development opportunities in response to feedback from ERS/CLASS reliable rater visit and internal observations * Level 5: Program gives quality support and professional development to programs at Levels 1-4 to promote their advancement in QRIS |
| 4C. Reflective Practice: Program engages in process of continuous quality improvement. |
| * Level 2: Program staff collaborate to develop Level 2 Continuous Quality Improvement Plan * Level 3: Program staff collaborate to develop Level 3 Continuous Quality Improvement Plan * Level 4/5: Program staff collaborate to develop Level 4/5 Continuous Quality Improvement Plans |

Draft MA QRIS Standards for Public Hearing, June 2017

Public Preschool Programs

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| **For all standards, QRIS Level 1** requires that the program satisfies federal rules for foundational training and completes Level 1 Continuous Quality Improvement Plan. |

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| STANDARD 1: CURRICULUM, ASSESSMENT, ANDINSTRUCTIONAL PRACTICE |
| 1A. Curriculum: Program uses a developmentally appropriate curriculum that supports children in all learning domains.  * Level 2a: Program implements developmentally appropriate curriculum that addresses multiple domains of children’s development * Level 2b: Program plans and integrates intentional play throughout all curriculum areas * Level 3a: Program implements research-based curriculum that addresses the multiple domains of children’s development and aligns with the MA Curriculum Frameworks and Guidelines for Preschool Learning Experiences * Level 3b: Program plans daily opportunities for children to develop a variety of play skills, including sensory-motor, dramatic, constructive, complex, and investigative play * Level 4/5: Curriculum is responsive to all children; Curriculum incorporates background knowledge gained at home, in the community, and within the culture |
| 1B. Assessment: Program uses observation and documentation practices to assess children in the program.1B.i: Program uses screening tools to assess all children in all developmental domains.  * Level 2a: For all children, program conducts annual developmental screenings using a valid, reliable screening tool * Level 2b: Program shares screening data with families for potential follow-up or referral * Level 3: For all children, program documents children’s development across developmental domains using a valid, reliable screening tool and shares data with families * Level 4/5: Program shares data regarding children’s development to ensure smooth transitions between program and Early Intervention and/or public school  1B.ii: Program uses formative assessment with all children in all early learning domains.  * Level 2: For all children, program conducts formative assessments * Level 3: Educator teams integrate formative assessments into daily activities * Level 4/5: Program documents children’s development across early learning domains; Program uses formative assessment that is responsive to the diverse cultural, linguistic, and developmental needs of children |
| 1C. Instructional Practice: Program uses strategies to engage and meet goals for diverse learners.  * Level 2: Program identifies patterns in assessment data for the purpose of providing diverse learning experiences * Level 3: Program demonstrates use of assessment data to inform curriculum and differentiate instruction * Level 4/5: Program develops continuous individual learning goals for all children that are informed by the formative assessment process |
| STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS |
| 2A. Learning Environment: Program demonstrates a safe and healthy environment that fosters learning, exploration, and play.  * Level 2: Early Childhood Environment Rating Scale (ECERS) technical assistance consultation * Level 3: ECERS reliable rater visit and Classroom Assessment Scoring Assessment (CLASS) technical assistance consultation * Level 4/5: ECERS and CLASS reliable rater visit |
| 2B. Interactions: Program implements strategies that promote high-quality interactions.  * Level 2: ERS technical assistance consultation * Level 3: ERS reliable rater visit and CLASS technical assistance consultation * Level 4/5: ERS and CLASS reliable rater visit |
| STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT |
| 3A. Family Engagement: Program communicates and partners with families.  * Level 2a: Program Administration Scale (PAS) score of 3 on Family Communications Item * Level 2b: Program implements survey to determine how program can better support families * Level 3a: PAS score of 4 on Family Communications Item * Level 3b: Program implements evidence-based family engagement assessment * Level 4/5: PAS score of 5 on Family Communications Item; Program demonstrates individualized family support plans; Program provides parent/teacher conferences; Program encourages families to engage in enrichment activities that connect curriculum to home; Program invites family participation in program decision-making |
| 3B. Community Engagement: Program collaborates with community organizations to support children and families.  * Level 2: Program develops partnerships with agencies and organizations in the community to provide information/referrals to children and families * Level 3: Program provides individualized referrals for community-based resources to families and provides informal follow-up with families * Level 4/5: Program participates in community-based comprehensive service councils; Program establishes strategic partnerships with community organizations, community members, and businesses to increase access to community resources for families; Program coordinates transition activities for incoming preschool children and their families |
| STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE |
| 4A. Professional Culture: Program policies encourage a professional work environment and program sustainability.  * Level 2a: Program administrator makes occasional, unannounced visits to the classroom and provides feedback and support to improve educator practice * Level 2b. Program administrator supports educators to develop meaningful and measurable professional goals * Level 3a: Program administrator makes regular, unannounced visits to the classroom and provides targeted feedback and support to improve educator practice * Level 3b: Program administrator works with educators to attain meaningful and measurable professional goals * Level 4/5: Program administrator makes multiple unannounced visits to preschool classrooms every week and provides targeted, constructive feedback and support to improve educator practice |
| 4B. Professional Development: Program uses quality supports and professional development to increase knowledge and competency.  * Level 2: Program uses quality supports and professional development opportunities in response to ERS technical assistance consultation and internal observations * Level 3: Program uses quality supports and professional development opportunities in response to ERS reliable rater visit, CLASS technical assistance consultation, and internal observations * Level 4: Program uses quality supports and professional development opportunities in response to feedback from ERS/CLASS reliable rater visit and internal observations * Level 5: Program gives quality support and professional development to programs at Levels 1-4 to promote their advancement in QRIS |
| 4C. Reflective Practice: Program engages in process of continuous quality improvement. |
| * Level 2: Program staff collaborate to develop Level 2 Continuous Quality Improvement Plan * Level 3: Program staff collaborate to develop Level 3 Continuous Quality Improvement Plan * Level 4/5: Program staff collaborate to develop Level 4/5 Continuous Quality Improvement Plans |

Draft MA QRIS Standards for Public Hearing, June 2017

Family Child Care Programs

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| **For all standards, QRIS Level 1** requires that the program meets licensing regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan. |

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| STANDARD 1: CURRICULUM, ASSESSMENT, ANDINSTRUCTIONAL PRACTICE |
| 1A. Curriculum: Program uses a developmentally appropriate curriculum that supports children in all learning domains.  * Level 2: Program uses an intentional, documented curriculum that reflects developmentally appropriate practices across the mixed-age group * Level 3: Program uses an intentional, documented curriculum that reflects understanding and use of EEC standards and guidelines across the mixed-age group * Level 4/5: Program effectively and consistently implements: differentiated curriculum; or emergent curriculum; or specialized curriculum; or evidence-based general curriculum |
| 1B. Assessment: Program uses observation and documentation practices to assess children in the program.1B.i: Program uses screening tools to assess all children in all developmental domains.  * Level 2a: For all children, program conducts annual developmental screenings using a valid, reliable screening tool * Level 2b: Program shares screening data with families for potential follow-up or referral * Level 3: For all children, program documents children’s development across developmental domains using a valid, reliable screening tool and shares data with families * Level 4/5: Program shares data regarding children’s development to ensure smooth transitions between program and Early Intervention and/or public school  1B.ii: Program uses formative assessment with all children in all early learning domains.  * Level 2: For all children, program conducts formative assessments * Level 3: For all children, program integrates formative assessments into daily activities * Level 4/5: Program documents children’s development across early learning domains; Program uses formative assessment that is responsive to the diverse cultural, linguistic, and developmental needs of children |
| 1C. Instructional Practice: Program uses strategies to engage and meet goals for diverse learners.  * Level 2: Program identifies patterns in assessment data for the purpose of providing diverse learning experiences across the mixed-age group * Level 3: Program demonstrates use of assessment data to inform curriculum development and differentiate instruction across the mixed-age group * Level 4/5: Program develops continuous individual learning goals for all children that are informed by the formative assessment process |
| STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS |
| 2A. Learning Environment: Program demonstrates a safe and healthy environment that fosters learning, exploration, and play.  * Level 2: Family Child Care Environment Rating Scale-Revised (FCCERS-R) technical assistance consultation * Level 3: FCCERS-R reliable rater visit * Level 4/5: FCCERS-R reliable rater visit |
| 2B. Interactions: Program implements strategies that promote high-quality interactions.  * Level 2: FCCERS-R technical assistance consultation * Level 3: FCCERS-R reliable rater visit * Level 4/5: FCCERS-R reliable rater visit |
| STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT |
| 3A. Family Engagement: Program communicates and partners with families.  * Level 2a: Program implements survey to determine how program can better support families * Level 2b: Business Administration Scale (BAS) score of 3 on Provider-Parent Communications Item * Level 3a: Program implements evidence-based family engagement assessment * Level 3b: BAS score of 4 on Provider-Parent Communications Item * Level 4/5: BAS score of 5 on Provider-Parent Communications Item; Program demonstrates individualized family support plans; Program implements family visiting model; Program encourages families to engage in enrichment activities that connect curriculum to home; Program offers flexible programming to meet the needs of families |
| 3B. Community Engagement: Program collaborates with community organizations to support children and families.  * Level 2: Program provides information about community-based resources for children and families related to data collected in family survey * Level 3: Program provides individualized referrals for community-based resources to families and provides informal follow-up with families * Level 4/5: Program establishes ongoing communication with other FCC providers to exchange information and resources in support of children and families |
| STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE |
| 4A. Professional Culture: Program policies encourage a professional work environment and program sustainability.  * Level 2: BAS score of 3 on the following items   + Income and Benefits   + Fiscal Management   + Marketing and Public Relations * Level 3: BAS score of 4 on the following items:   + Income and Benefits   + Fiscal Management   + Marketing and Public Relations * Level 4/5: BAS score of 5 on the following items:   + Income and Benefits   + Fiscal Management   + Marketing and Public Relations |
| 4B. Professional Development: Program uses quality supports and professional development to increase knowledge and competency.  * Level 2a: Program uses Individual Professional Development Plan to promote Career Lattice advancement * Level 2b: Program uses quality supports and professional development opportunities in response to ERS technical assistance consultation and internal observations * Level 3a: Program uses Individual Professional Development Plan to set goals for Career Lattice advancement * Level 3b: Program uses quality supports and professional development opportunities in response to ERS reliable rater visit and internal observations * Level 4a: Program uses Individual Professional Development Plan to achieve Career Lattice advancement * Level 4b: Program uses quality supports and professional development opportunities in response to feedback from ERS reliable rater visit and internal observations * Level 5: Program gives quality support and professional development to programs at Levels 1-4 to promote their advancement in QRIS |
| 4C. Reflective Practice: Program engages in process of continuous quality improvement. |
| * Level 2: Program develops Level 2 Continuous Quality Improvement Plan * Level 3: Program develops Level 3 Continuous Quality Improvement Plan * Level 4/5: Program develops Level 4/5 Continuous Quality Improvement Plans |

Draft MA QRIS Standards for Public Hearing, June 2017

After School/Out-of-School Time Programs

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| **For all standards, QRIS Level 1** requires that the program meets EEC or DESE regulations, satisfies federal rules for foundational training, and completes Level 1 Continuous Quality Improvement Plan. |

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| STANDARD 1: CURRICULUM, ASSESSMENT, ANDINSTRUCTIONAL PRACTICE |
| 1A. Curriculum: Program uses a developmentally appropriate curriculum that supports children in all learning domains.  * Level 2: Program has planned activities every day that incorporate youth voice and choice * Level 3: Program develops an intentional curriculum plan * Level 4/5: Program develops an intentional curriculum plan that reflects understanding and use of age/grade-specific EEC and DESE standards and guidelines; Program demonstrates effective use of: differentiated curriculum; or emergent curriculum; or specialized curriculum; or evidence-based general curriculum; or project-based learning  1B. Assessment: Program uses observation and documentation practices to document children’s development and progress.  * Level 2: Program uses observation practices to develop semi-annual progress notes for children * Level 3: Program has a plan to regularly observe and document children’s progress according to program’s specialized focus * Level 4/5: Program uses assessment tools to document children’s progress according to program’s mission and philosophy; Program shares assessment data with families; Program uses assessment that is responsive to the diverse cultural, linguistic, and developmental needs of children  1C. Instructional Practice: Program uses strategies to engage and meet goals for diverse learners.  * Level 2: Program uses observation practices to identify domains of children’s growth * Level 3: Program uses observations practices to set challenging, achievable learning goals for children * Level 4/5: Program has continuous individual learning plans for children; Program differentiates instruction |
| STANDARD 2: LEARNING ENVIRONMENT AND INTERACTIONS |
| 2A. Learning Environment: Program demonstrates a safe and healthy environment that fosters learning, exploration, and play.  * Level 2: School Age Care Environment Rating Scale (SACERS) technical assistance consultation * Level 3: SACERS reliable rater visit and Assessment of Program Practices Tool (APT) technical assistance consultation * Level 4/5: SACERS reliable rater visit and APT observation |
| 2B. Interactions: Program implements strategies that promote high-quality interactions.  * Level 2: SACERS technical assistance consultation * Level 3: SACERS reliable rater visit and APT technical assistance consultation * Level 4/5: SACERS reliable rater visit and APT observation |
| STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT |
| 3A. Family Engagement: Program communicates and partners with families.  * Level 2: Program communicates monthly with families regarding program activities * Level 3: Program implements survey to determine how program can better support families * Level 4/5: Program implements evidence-based family engagement assessment; Program encourages families to engage in enrichment activities that connect program activities to home; Program invites family participation in program decision-making |
| 3B. Community Engagement: Program collaborates with community organizations to support children and families.  * Level 2: Program provides information about community-based resources for children and families * Level 3: Program provides individualized referrals based on family survey for community-based resources to families and provides informal follow-up with families * Level 4/5: Program uses community-based resources to enrich programming; Program collaborates with public schools; Program establishes strategic partnerships with community organizations, community members, and businesses to increase access to community resources for families |
| STANDARD 4: PROFESSIONAL CULTURE, PROFESSIONAL DEVELOPMENT, AND REFLECTIVE PRACTICE |
| 4A. Professional Culture: Program policies encourage a professional work environment and program sustainability.  * Level 2: Program implements formal staff orientation that includes staff handbook, defined process of accountability, and clear outline of organizational structures, resources, and supervision * Level 3: Program regularly conducts staff survey to gather feedback regarding job satisfaction, needed supports, monthly staff meeting, and orientation procedures * Level 4/5: Program staff and administrators ensure program sustainability through regular examination of organizational practices and protocols |
| 4B. Professional Development: Program uses quality supports and professional development to increase knowledge and competency.  * Level 2a: Program administrator provides staff observation and guidance to promote practice and foster Career Lattice advancement * Level 2b: Program uses quality supports and professional development opportunities in response to ERS technical assistance consultation and internal observations * Level 3a: Program administrator provides regular feedback to staff based on observation of practice and staff Career Lattice goals * Level 3b: Program uses quality supports and professional development opportunities in response to ERS reliable rater visit, APT technical assistance consultation, and internal observations * Level 4a: Program administrator develops program-wide professional development plan to assist staff in advancing in the Career Lattice * Level 4b: Program uses quality supports and professional development opportunities in response to feedback from ERS/APT reliable rater visits and internal observations * Level 5: Program gives quality support and professional development to programs at Levels 1-4 to promote their advancement in the QRIS |
| 4C. Reflective Practice: Program engages in process of continuous quality improvement. |
| * Level 2: Program staff collaborate to develop Level 2 Continuous Quality Improvement Plan * Level 3: Program staff collaborate to develop Level 3 Continuous Quality Improvement Plan * Level 4/5: Program staff collaborate to develop Level 4/5 Continuous Quality Improvement Plan |