



MASSACHUSETTS
**Department of
Early Education and Care**

Center and School Based QRIS Standards

Provisional Version

Introduction

A key element of a Quality Rating and Improvement System are the Standards. The Standards are where stakeholders, policymakers, and parents put forward a commonly agreed upon definition of high quality. The Standards can be used as a roadmap for programs to validate and move towards providing high quality early care and education services. Also, they become the basis for the QRIS ratings and many other aspects of an early care and education system.

Massachusetts' standards were developed through input from many sources including EEC's Board, the EEC Advisory Committee, stakeholders representing all aspects of the field, EEC staff, research and evidence-based practice.

Massachusetts' QRIS Standards are organized into 5 categories:

1. Curriculum and Learning
2. Environment
3. Workforce Qualifications and Professional Development
4. Leadership, Management and Administration
5. Family Involvement

Several of the categories encompass sub-categories. For example in Curriculum and Learning there are five subcategories:

- 1A. Curriculum
- 1B. Assessment
- 1C. Teacher Child Relationship and Interactions
- 1D. Special Education
- 1E. Serving Children with Diverse Languages and Cultures

The Standards are expressed in terms of Levels, which will correspond to the QRIS ratings. The levels are built as a series of blocks. Thus, programs must demonstrate that they can meet **all** of the criteria in **all** of the categories in Level 1 before they can apply for Level 2, and so on up the levels.

License-Exempt preschool programs (i.e. public school preschools, Montessori schools, or Catholic schools) will use this set of standards.

For more information please refer to EEC's website, under Quality Standards – <http://www.mass.gov/eec> .

Category 1: Curriculum and Learning

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.

Subcategories within Curriculum and Learning:

- 1A. Curriculum
- 1B. Assessment
- 1C. Teacher Child Relationship and Interactions
- 1D. Special Education
- 1E. Serving Children with Diverse Languages and Cultures

Curriculum and Learning: CURRICULUM

Level	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Program uses a written comprehensive curriculum that reflects diversity in its approach, is developmentally appropriate for the children served, and is aligned with the "MA Guidelines for Preschool Learning Experiences" and the Infant / Toddler Learning Guidelines (<i>when they are available</i>)</p> <p>Materials reflect the language and culture of the children in the classroom</p>	<p><i>Curriculum from an approved list or submission of the curriculum for review</i></p> <p><i>Teacher uses Materials Checklist in Early Childhood Program Standards for 3 and 4 year olds.</i></p> <p><i>Use of the ITERS (if appropriate) and ECERS as a self assessment tool with a written program improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Staff has received formal professional development in the curriculum and uses the MA Guidelines for Preschool Learning Standards and the Infant / Toddler Learning Guidelines (<i>when they are available</i>) to guide their planning of the written weekly lesson plans</p>	<p><i>Documentation of the staff professional development in the MA Guidelines for Preschool Learning and the Infant / Toddler Learning Guidelines (when they are available)</i></p> <p><i>Documentation of the staff professional development in the curriculum and a review of the lesson plans</i></p> <p><i>An outside reliable rater administers the ITERS (if appropriate) and the ECERS with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Alignment of the curriculum with the MA Guidelines for Preschool Learning Standards and the Infant / Toddler Learning Guidelines (<i>when they are available</i>) is documented in the daily/weekly lesson plans</p> <p>Staff receive ongoing professional development and supervision with feedback to ensure fidelity to the curriculum model</p> <p>Program supports reflective teaching practices for staff through the use of peer groups, coaches and /or mentors.</p> <p>Schedule includes built-in staff planning time</p>	<p><i>Option 1: Documentation of the professional development (Registry), review and documentation of the process for supervision, feedback and reflective practices.</i></p> <p><i>Review of lesson plans and documentation of reflective teaching practices such as videos, journals, meeting notes or portfolios</i></p> <p><i>An outside reliable rater administers either: ITERS (if appropriate) and ECERS with a total score of 5.0 or better with a sub-score of at least 5.0 in all areas OR CLASS with a total score in the high range</i></p> <hr/> <p><i>Option 2: Current accreditation certificate</i></p>

Level	Standard	Measurement
		<p><i>OR</i> <i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i></p> <p><i>AND</i> <i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i></p>
Level 5	TBD	TBD

Curriculum and Learning: ASSESSMENT

Level	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Staff complete a written progress report on children at the beginning, midyear and end of the program's year, or at least three times in a twelve month period, and share them with parents</p>	<p><i>Children's files include documentation of the progress notes</i></p> <p><i>Use of the ITERS (if appropriate) and ECERS as a self assessment tool with a written program improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program has a staff member or outside consultant who screens all children within 45 days of enrollment using a valid and reliable tool and refers them to appropriate services</p> <p>Staff have received professional development on how to document children's progress across all domains through anecdotal notes and portfolio collections related to the MA Guidelines for Preschool Learning and the Infant / Toddler Learning Guidelines (<i>when they are available</i>)</p> <p>Program implements an assessment process that includes ongoing progress monitoring and curriculum based assessment tools to determine child outcomes.</p> <p>Staff include parental input in the progress reports</p>	<p><i>Record of screening and referrals</i></p> <p><i>Documentation of professional development and review of the assessment process including anecdotal notes and portfolios.</i></p> <p><i>Documentation of teacher - parent meetings and parental input.</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Staff is trained to screen children within 45 days of enrollment using a valid and reliable tool designed for that purpose.</p> <p>Program maintains a tracking system that includes a log of referrals and description of the follow-up to appropriate services</p> <p>Staff observe children on a daily basis, using multiple methods and data driven decision making to monitor children's progress, adapt curriculum or individualize teaching strategies</p> <p>Staff have been trained in how to interpret the data collected to identify</p>	<p><i>Option 1: Record of screening and review of tracking system for referral and follow-up</i></p> <p><i>Documentation and review of progress monitoring and adaptations process</i></p> <p><i>Documentation of professional development and utilization of data collection and interpretation in identifying children and reporting on child outcomes.</i></p> <p><i>Children's files contain copies of the assessment reports with both parental and teacher input.</i></p>

Level	Standard	Measurement
	<p>children in need of further evaluation or assistance and in determining outcomes for children</p> <p>Parents are actively encouraged to participate in the assessment process with staff and provide input in the development of the report</p>	<p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i></p> <p><i>OR</i></p> <p><i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i></p> <p><i>AND</i></p> <p><i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i></p>
Level 5	TBD	TBD

Curriculum and Learning: TEACHER CHILD RELATIONSHIP AND INTERACTIONS

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p style="text-align: center;">Meets Requirements of Level 1 PLUS</p> <p>Program has a written policy that addresses the importance of positive teacher child relationships and interactions that is shared with all staff and parents.</p> <p>All staff receive orientation and ongoing professional development and supervision in how to support positive relationships and interactions</p>	<p><i>Review of policy and professional development</i></p> <p><i>Program uses a self assessment tool to monitor the climate of the classroom and develop improvement plans</i></p> <p><i>Use of the ITERS (if appropriate) and ECERS with a written program improvement plan</i></p>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>Staff are provided with opportunities to use an outside consultant/mentor with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques</p> <p>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.</p>	<p><i>An outside reliable rater administers the ITERS (if appropriate) and the ECERS with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i></p>
Level 4	<p style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Staff utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote higher order thinking skills</p>	<p><i>Option 1: An outside reliable rater administers either: ITERS (if appropriate) and ECERS with a total score of 5.0 or better with a sub-score of at least 5.0 in all areas; and the Arnett Scale</i></p> <p>OR</p> <p><i>CLASS with a total score in the high range</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i></p> <p>OR</p> <p><i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or</i></p>

	Standard	Measurement
		<i>the equivalent.</i> <i>AND</i> <i>Documentation of having met earlier Massachusetts'</i> <i>specific QRIS criteria (list of these is forthcoming)</i>
Level 5	TBD	TBD

Curriculum and Learning: Serving Children with Disabilities

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	Meets Requirements of Level 1 PLUS With parental permission, the staff participates and provides input into the evaluation and IEP process.	<i>Documentation of the communication process</i> <i>Use of the ITERS (if appropriate) and ECERS with a written program improvement plan</i>
Level 3	Meets Requirements of Level 2 PLUS Program has written collaborative agreements with the LEA/EI that provides a mechanism for the sharing of information on children with parental agreement, professional development and assistance with implementation of preventative/intervention strategies for the children they serve and the process for referral that includes a log for the tracking and follow-up of children referred.	<i>Review of the agreement and documentation of the process for shared information, professional development/technical assistance and referral process and tracking system</i> <i>An outside reliable rater administers the ITERS (if appropriate) and the ECERS with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i>
Level 4	Meets Requirements of Level 3 PLUS Program incorporates the Division for Early Childhood (DEC; of the Council for Exceptional Children) Recommended Practices into their program plan to better support children with disabilities in their program	<i>Option 1: An outside reliable rater administers the ITERS (if appropriate) and ECERS with a total score of 5.0 or better and with a sub-score of at least 5.0 in all areas</i> <i>Documentation of the program's use of the DEC Recommended Practices into their program plan</i>
		<i>Option 2:</i> <i>Current accreditation certificate</i> <i>OR</i> <i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i> <i>AND</i> <i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i>
Level 5	TBD	TBD

Curriculum and Learning: SERVING CHILDREN WITH DIVERSE LANGUAGES AND CULTURES

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Program has a written admissions policy that promotes enrollment of children with diverse cultures and language.</p> <p>Staff have participated in diversity trainings that provide awareness and assure respect for other language and cultures,</p> <p>Program provides opportunities in the classroom for children to learn about the culture and languages of their peers</p> <p>Materials and displays reflect the diversity of the children in the classroom</p>	<p><i>Review of policy</i></p> <p><i>Documentation of the activities that are used to share other cultures and/or languages</i></p> <p><i>Teacher's self assessment of the materials and displays in the classroom</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Staff have received professional development in strategies that address how to work with children from diverse languages and cultures and second language acquisition</p> <p>Staff demonstrate language and literacy skills either in English or the child's language that provide a model for children</p> <p>Communication between families and the program, either written or oral, is in the primary language of the family, or the family's preferred language</p>	<p><i>Documentation of professional development</i></p> <p><i>Review of the communication policy and process for families</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program uses the National Association for Education of Young Children's Quality Benchmarks for Cultural Competence Project (June 2009) to adapt the learning environment in order to better support the children and families in their program</p> <p>Program uses a consultant with expertise in diverse languages to provide ongoing support to classroom staff.</p> <p>Program uses an outside consultant/trained staff to determine the primary</p>	<p><i>Option 1: Documentation of the program's use of the Quality Benchmark for Cultural Competence Project document for adaptations to the program</i></p> <p><i>Documentation of the use of the Consultant and the written recommendations and support provided.</i></p> <p><i>Use of the Pre-Las or other valid instrument to determine child's primary language.</i></p>

	Standard	Measurement
	language of children whose first language may not be English.	<hr/> <i>Option 2:</i> <i>Current accreditation certificate</i> <i>OR</i> <i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i> <i>AND</i> <i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i>
Level 5	TBD	TBD

Category 2: Environment

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 well being.

Subcategories within Environment:

- 2A. Indoor
- 2B. Outdoor
- 2C. Health and Safety

Environment: INDOOR

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p style="text-align: center;">Meets Requirements of Level 1 PLUS</p> <p>Each preschool classroom has at least 4 interest areas, and infant and toddler classrooms have at least 3 interest areas, with a variety of age appropriate materials and equipment available and accessible to children</p> <p>Room arrangement provides space to accommodate individual, small group and large group work and the necessary adaptations for all children present</p> <p>Each classroom maintains group sizes required by licensing in a well defined space that provides acoustical separation and prevents intermingling of children from different groups</p>	<p><i>Documentation of the interest areas, outdoor play space may be included in the count</i></p> <p><i>Materials checklist in the Early Childhood Program Standards is used as a self assessment tool to identify areas in need of improvement and develop an action plan to address issues (Programs for infant toddlers should use their curriculum checklists until the standards for infant toddlers are developed.)</i></p> <p><i>Documentation that provides the assignment of children to a defined group and space and a report or picture of the classroom</i></p> <p><i>Use of the ITERS (if appropriate) and ECERS as a self assessment tool with a written program improvement plan</i></p>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>Each classroom has access to space for indoor gross motor activities</p> <p>Each classroom has sinks with running water for hand washing</p> <p>Environmental design to facilitate and support children's independence in the development of self care skills (i.e. hand-washing and toileting)</p> <p>Children's work is displayed and is related to the current activities including creative artwork, graphs, journals and charts, if appropriate for the age group served</p> <p>Space is provided for the adults for meeting and planning purposes. Program also provides a secure place for staff to store personal belongings and an adult-sized bathroom.</p> <p>A mix of natural and artificial light is provided in child activity rooms that can be adjusted by the staff to changing outside light levels and</p>	<p><i>An outside reliable rater administers the ITERS (if appropriate) and the ECERS with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i></p> <p><i>Documentation of space for indoor gross motor activities and the sink in each classroom</i></p> <p><i>Documentation of environmental design = floor plans, staffing plans and/or routines</i></p>

	Standard	Measurement
	activities.	
Level 4	<p style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Classrooms provide sufficient space to accommodate access to separate areas for science, mathematics, dramatic play, block building, library/reading, writing, art, sand and water, music and computers with a rotating area for such things as woodworking and/or cooking</p> <p>Space is provided for a parent resource center and meeting area. Meeting space must be able to be made available, but can be rotating space.</p> <p>Space is provided for a staff resource center with items such as, books, articles and videos</p>	<p><i>Option 1: An outside reliable rater administers an ITERS (if appropriate) and ECERS with a total score of 5.0 or better with a sub score of at least 5.0 in all areas</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i> <i>OR</i> <i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i> <i>AND</i> <i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i></p>
Level 5	TBD	TBD

Environment: Outdoor

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Access to an outdoor space that provides for a variety of gross and fine motor activities such as swings, slides, tricycles, balls and other games that are developmentally appropriate and, within reason, adaptations that ensure accessibility for children with disabilities.</p>	<p><i>Use of the Materials checklist in the Early Childhood Program Standards or Infant Toddler checklist (when developed)</i></p> <p><i>Use of the ITERS (if appropriate) and ECERS as a self assessment tool with a written program improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Curriculum is extended to the outdoor areas through the use of materials and equipment</p> <p>Access to an outdoor space that is designed to include areas that protect children from wind and direct sunlight and utilizes a variety of surface materials that support different types of play</p> <p>Outdoor play areas accommodate motor experiences, such as running, climbing, balancing, riding, jumping, crawling, scooting or swinging.</p>	<p><i>An outside reliable rater administers the ITERS (if appropriate) and the ECERS with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i></p> <p><i>Program uses a certified playground inspector to assess outdoor areas</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Access to an outdoor space that incorporates natural elements and clearly defined spaces for individual and small group play</p> <p>Outdoor space provides easy access to bathroom facilities and drinking water</p>	<p><i>Option 1: An outside reliable rater administers an ITERS (if appropriate) and ECERS with a total score of 5.0 or better with a sub score of at least 5.0 in all areas</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i> <i>OR</i> <i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i> <i>AND</i> <i>Documentation of having met earlier</i></p>

	Standard	Measurement
		<i>Massachusetts' specific QRIS criteria (list of these is forthcoming)</i>
Level 5	TBD	<i>TBD</i>

Environment: HEALTH AND SAFETY

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Program documents the nutritional needs of the children in their program through a questionnaire for families</p> <p>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</p> <p>Program provides training to staff and parents on health, safety and nutrition.</p> <p>Program provides opportunities for families to connect with organizations for annual vision, hearing and dental screenings</p>	<p><i>Each child's record contains information on the results of the nutritional information obtained from parents</i></p> <p><i>Documentation of the Health Consultant consultation, results, recommendations and follow up</i></p> <p><i>Documentation of the trainings provided for staff and families</i></p> <p><i>Documentation of the screenings and notifications to families</i></p> <p><i>Use of the ITERS (if appropriate) and ECERS as a self assessment tool with a written program improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Staff are trained in how to work with children with special diets, allergies and specialized feeding issues</p> <p>Program provides themselves, or has written collaborative agreements with health care or other organizations that provide, vision, hearing and dental screenings, and sends reports to families</p> <p>Program has a tracking system to ensure that all health records are up to date and include any special accommodations that must be met.</p> <p>At least one staff member in each classroom is trained in CPR and medication administration</p>	<p><i>Documentation of the training</i></p> <p><i>Review of the collaborative agreements</i></p> <p><i>Review of the program's tracking system and documentation in children's files</i></p> <p><i>Documentation of staffing patterns and the trainings in CPR and medication administration</i></p> <p><i>Use of the California Health Scale as a self assessment</i></p> <p><i>An outside reliable rater administers the ITERS (if appropriate) and the ECERS with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program maintains an environment that implements best policies and practices to ensure children's optimal health, safety and nutrition</p>	<p><i>Option 1: An outside reliable rater administers an ITERS (if appropriate) and ECERS with a total score of 5.0 or better with a sub score with a sub-score of at least 5.0 in all areas</i></p>

	Standard	Measurement
		<hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i></p> <p><i>OR</i></p> <p><i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i></p> <p><i>AND</i></p> <p><i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i></p>
Level 5	TBD	TBD

Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in early childhood education must have formalized training in early childhood education and content knowledge in order to support 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

Subcategories within Workforce Qualifications and Professional Development:

- 3A. Director Qualifications and Professional Development
- 3B. Lead Teacher Qualifications and Professional Development
- 3C. Teacher Qualifications and Professional Development
- 3D. Teaching Assistants and Teacher Aides Qualifications and Professional Development
- 3E. Consultants Qualifications and Professional Development

Workforce: DIRECTOR QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p style="text-align: center;">Meets Requirements of Level 1 PLUS</p> <p>Director has a Child Development Associate (CDA) Credential for the age of the children served, (or higher i.e. associate's or bachelor's degree), with a minimum of 12 college credits in early childhood education/child development/ special education, and 3 college credits in administration and management, and is enrolled in a program leading to an Associate or Bachelor's Degree in early childhood education or related field.</p> <p>Director has a minimum of 2 years experience as an administrator.</p> <p>Director has received professional development in supervision of adults and strategies for working with adults.</p> <p>Director is trained in the MA Guidelines for Preschool Learning Experiences, the Infant / Toddler Learning Guidelines (<i>when they are available</i>), child development, the Strengthening Families protective factors, and is knowledgeable about the core competencies to be able to develop their staff's professional development plans.</p> <p>Director has an Individual Professional Development Plan (IPDP) that addresses their process and timelines to achieve the Director Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies.</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>Director has an Associate Degree, or equivalent coursework (60 college credits and is enrolled in a Bachelor's degree program), or a higher degree i.e. Bachelor's degree, with a minimum of 6 college credits in administration and management and a minimum of 15 college credits in early childhood education/child development/special education, OR</p> <p>Meets criteria for Level 2 and is enrolled in a program leading to an Associate's Degree in early childhood or a related field, or earning the equivalent amount of credit during a Bachelor's degree program (60 college credits) in early education</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>

	<p>and care or related field within 3 years.</p> <p>Director has a minimum of 3 years experience as an Administrator.</p> <p>Director's IPDP addresses their process and timelines to achieve the Director Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies.</p>	
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Director has a bachelor's degree or higher with a minimum of 9 college credits in administration and management and a minimum of 24 college credits in early childhood education/child development/special education, OR Meets criteria for Level 3 and is enrolled in a program leading to a Bachelor's degree in early education and care or related field within 5 years.</p> <p>Director has a minimum of 5 years experience as an Administrator.</p> <p>Director has a Professional Development Plan that addresses areas of identified needs and increases their competency along the advanced continuum of the core competencies.</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 5	TBD	TBD

Workforce: LEAD TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

These standards apply to Lead Teachers who have been with the program for at least one year.

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Child Development Associate (CDA) credential, (or higher i.e. associate's or bachelor's degree), for the setting and age of the children served, with a minimum of 12 college credits in early childhood education/child development/special education.</p> <p>Teacher has an Individual Professional Development Plan (IPDP) that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that teacher and development of their competency along the mid-level continuum of the core competencies.</p> <p>IPDP ensures that the teacher is trained in the MA Guidelines for Preschool Learning, the Infant / Toddler Learning Guidelines (when they are available), diversity, oral language development, supporting children's literacy development, and the Strengthening Families protective factors, and an introduction to the core competencies.</p> <p>Teacher's IPDP addresses the actions and timelines that are required to move to the next level of the QRIS</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Meets National Association of Early Childhood Education teacher requirements or timelines Or Associate's degree, or has equivalent coursework (60 college credits and is enrolled in a Bachelor's degree program), with a minimum of 30 college credits in early childhood education/child development/special education and enrolled in a program leading to a Bachelor's degree in early childhood education/child development or a related field.</p> <p>IPDP ensures that the teacher receives professional development in the components of the assessment process including screening, observation, use of assessment tools and IDEA processes.</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>

	Teacher's IPDP addresses the actions and timelines to move to the next level of the QRIS and development of their competency along the mid-level continuum of the core competencies.	
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Meets National Association for the Education of Young Children teacher requirements or timelines Or Bachelor's degree in early childhood education/child development/early childhood special education, could include certification as a Teacher of Young Children with Special Needs or Early Intervention Specialist (DPH), or a related field with minimum of 36 college credits in early childhood education/child development/early childhood special education.</p> <p>IPDP ensures that the teacher receives 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 and additional competency as determined with the supervisor.</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 5	TBD	TBD

Workforce: TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

These standards apply to Teachers who have been with the program for at least one year.

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Child Development Associate (CDA) credential, (or higher i.e. associate's or bachelor's degree), for the setting and age of the children served OR A minimum of 12 college credits in early childhood education, or related topics, and a practicum or a minimum of 9 months of supervised work experience.</p> <p>IPDP that is developed in conjunction with the Supervisor that addresses the identified professional development needs, including the Strengthening Families protective factors and development of their competency along the initial-level of the continuum of the core competencies. IPDP also addresses the actions and timelines that must be met in order to move to the next level of the QRIS</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>CDA, (or higher i.e. associate's or bachelor's degree), with a minimum of 9 college credits in early childhood education/child development/special education. OR A minimum of 24 college credits in early childhood education, or related topics, and a practicum or a minimum of 9 months of supervised work experience.</p> <p>Completed professional development in the MA Guidelines for Preschool Learning Experiences and the Infant / Toddler Learning Guidelines (when they are available), and additional competency as determined with the supervisor. IPDP also addresses the actions and timelines to move to the next level of the QRIS</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>CDA, (or higher i.e. associate's or bachelor's degree), with a minimum of 15 college credits in early childhood education/child development/special education OR A minimum of 36 college credits in early childhood education, or related topics, AND</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>

	Enrolled in a program leading to an associate's or bachelor's degree in early childhood education/child development/early childhood special or a related field	
Level 5	TBD	<i>TBD</i>

Workforce: TEACHING ASSISTANTS AND TEACHER AIDES QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

These standards apply to Teacher Assistants and Teacher Aides who have been with the program for at least one year.

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>A minimum of 3 college credits in early childhood education, or related field</p> <p>IPDP that is developed in conjunction with the 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. IPDP also addresses the actions and timelines that must be met in order to move to the next level of the QRIS</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Child Development Associate (CDA) credential, (or higher i.e. associate's or bachelor's degree) for the setting and age of the children served OR Enrolled in a program leading to a CDA that will be completed within 18 months.</p> <p>Completed professional development in the MA Guidelines for Preschool Learning Experiences and the Infant / Toddler Learning Guidelines (when they are available), and additional competency as determined with the supervisor. IPDP also addresses the actions and timelines to move to the next level of the QRIS</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>CDA, (or higher i.e. associate's or bachelor's degree), with a minimum of 9 college credits in early childhood education/child development/special education. OR Enrolled in an associate's or bachelor's degree program in early childhood education/child development/special education or related field.</p> <p>Completed professional development in the MA Guidelines for Preschool Learning Experiences and the Infant / Toddler Learning Guidelines (when they are</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>

	available), and additional competency as determined with the supervisor.	
Level 5	TBD	<i>TBD</i>

Workforce: CONSULTANTS QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

	Standard	Measurement
Level 1		
Level 2	Program uses consultants that have a minimum of a Bachelor's degree in the area of consultation with appropriate licenses, if required, and at least 5 years of experience in the field of early childhood	<i>Registry</i>

Category 4: FAMILY INVOLVEMENT

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.

FAMILY INVOLVEMENT

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Family input is solicited on an annual basis through a family survey in the primary, or preferred, language of the family</p> <p>Families are provided with written information on their child's progress on a quarterly basis through a checklist or descriptive report</p> <p>Educational and informational opportunities on health, education, child development and other relative issues are provided in the language of the families and are offered at a minimum of 3 times a year at varied times convenient for parents such as evenings, early mornings, weekends.</p> <p>Families are encouraged to volunteer in the program to assist in the classroom, and with appropriate supervision share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information</p> <p>Opportunities to meet with classroom staff are provided for parents on a monthly basis</p>	<p><i>Documentation of the surveys, communication and opportunities in the schedule to meet with parents.</i></p> <p><i>Review of training opportunities schedules, topics and parent evaluations.</i></p> <p><i>Review of policy on volunteering in the program and resulting activities.</i></p> <p><i>Use of the Strengthening Families self-assessment tool and results incorporated into program's improvement plan</i></p> <p><i>Use of the ITERS (if appropriate) and ECERS as a self assessment tool with a written program improvement plan and includes families in the process in order to have their input in the development of the program improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Annual parent survey results are used to develop the program improvement plan</p> <p>A daily two way communication system is available between the educators and families</p> <p>Educators are available for parental contact each day through a variety of means such as a scheduled telephone hour, checklists, e-mail</p> <p>Program implements a system for training and supports that provide opportunities for interactive family literacy activities for children and their families.</p> <p>There is a system in place that identifies family needs and provides information</p>	<p><i>Review of the results of the parent surveys and their utilization in the program's improvement plan</i></p> <p><i>Documentation of the process for daily communication and options for parental contact with educators.</i></p> <p><i>Documentation of the family literacy activities and impact on families</i></p> <p><i>Review of process to identify family needs.</i></p> <p><i>Review of process for parental input and how results are used.</i></p> <p><i>Review of translators available to the program,</i></p>

	Standard	Measurement
	<p>on the appropriate community resources both at intake and on an annual basis</p> <p>Opportunities for parental input into the curriculum, workshops and policies are provided through meetings, parent groups or suggestion boxes.</p> <p>Program ensures that there are translators available, as needed, at meetings workshops, conferences to ensure strong communication between the program and families.</p> <p>Annual self-assessment of the program involves families in the process.</p>	<p><i>their primary language and how they are used.</i></p> <p><i>An outside reliable rater administers the ITERS (if appropriate) and the ECERS with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program.</p> <p>Program connects families to programs such as adult education, English as a second language, job training and family literacy skills and supports them in maintaining their involvement in these programs.</p> <p>Program provides training and assistance to families around children's development, early literacy, math, and approaches to learning and engages them in activities that provide them with opportunities to be full partners in the education of their children</p>	<p><i>Option 1: Review of the documentation for the recruitment and terms for parents to serve on the advisory board and their role in the decision making for the program.</i></p> <p><i>Review of program's connections to programs such as adult education, English as a second language, job training and family literacy skills and the policy and activities that support families' ongoing involvement in them</i></p> <p><i>Documentation of the training and opportunities for families to be engaged as full partners in their child's education.</i></p> <p><i>An outside reliable rater administers the ITERS (if appropriate) and ECERS with a total score of 5.0 or better with a sub-score of at least 5.0 in all areas</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i> <i>OR</i> <i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i> <i>AND</i> <i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these</i></p>

	Standard	Measurement
		<i>is forthcoming)</i>
Level 5	TBD	TBD

Category 5: Leadership, Management and Administration

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.

Subcategories within Leadership, Management and Administration:

- 5A. Administration Management and Leadership
- 5B. Supervision
- 5C. Evaluation
- 5D. Community Involvement

Administration: ADMINISTRATION MANAGEMENT AND LEADERSHIP

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p style="text-align: center;">Meets Requirements of Level 1 PLUS</p> <p>Program has a written business plan that includes an annual operating budget that is used to guide planning, set goals and make decisions.</p> <p>Program has a central process for recording absences for children and communicates with families the importance and relationship of consistent attendance to the academic success of their children.</p> <p>Communication and updates on the program are provided at least quarterly to staff and families in their primary, or preferred, language to the extent appropriate and possible</p>	<p><i>Review of the process for the utilization of the business plan</i></p> <p><i>Documentation of the process for following absenteeism and the staff and family communications.</i></p>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>Program tracks and monitors absences of individual children and contacts families when children are absent more than 20% in a month.</p> <p>Program has a written staffing plan that addresses staffing schedules unanticipated absences and ratios in each classroom in order to maintain stability and avoid re-grouping of children each day</p> <p>Program has an annual financial review conducted by a certified public accountant</p> <p>Opportunities for parental input into the curriculum, workshops and policies are provided through meetings, parent groups or suggestion boxes.</p> <p>Program ensures that there are translators available at meetings workshops, conferences to ensure strong communication between the program and families.</p> <p>Annual self-assessment of the program involves families in the process.</p>	<p><i>Documentation of the tracking system for absenteeism and the process for contacting families.</i></p> <p><i>Review of staffing plan and process for maintaining staffing stability</i></p> <p><i>Documentation of the financial review</i></p>
Level 4	<p style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Program staff and advisory board are involved in the development of the business plan and it is reviewed periodically for updating</p>	<p><i>Option 1:</i></p> <p><i>Review of business plan and its development process</i></p>

	Standard	Measurement
	Program has a system of technology that allows for data collection and tracking of children's health, services, absenteeism and educational information, staff qualifications and professional development and financial record keeping	<p><i>Documentation of data collection system</i></p> <p><i>Program Administration Scale (PAS) by an outside validator</i></p> <p><i>Or</i></p> <p><i>NAEYC Validation visit</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i></p> <p><i>OR</i></p> <p><i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i></p> <p><i>AND</i></p> <p><i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i></p>
Level 5	TBD	TBD

Administration: SUPERVISION

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Program uses at least one mode of internal communication such as scheduled staff meetings, meeting minutes, newsletters, and/or staff bulletin board that ensures staff are informed on all issues</p> <p>Each staff member is provided with a staff handbook at orientation that includes the program personnel policies and processes.</p> <p>Program provides recognition rewards for staff (i.e. monthly parking spot, time off, award etc)</p>	<i>Review of documentation of the internal communication process, staff handbook, and process for recognition rewards</i>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program uses at least 3 types of internal communication on a monthly basis to inform staff.</p> <p>Staff schedule includes a weekly paid planning time</p> <p>Staff receive at least one benefit (paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option)</p> <p>Program has an incentive program that rewards each staff member that achieves the next step on the career lattice</p> <p>Program provides opportunity and support for staff to attend at least one professional development conference each year</p>	<i>Review of documentation of internal communications, staff schedules, benefits package, policies for incentives and professional development.</i>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>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</p>	<p><i>Option 1: Review of staff salary scales, benefits and professional development opportunities</i></p> <p><i>Or</i></p> <p><i>PAS by an outsider validator</i></p> <p><i>Or</i></p> <p><i>NAEYC validation visit</i></p>

	Standard	Measurement
	<p>Program offers a benefit package that includes vacation, sick time, and health insurance.</p> <p>Program offers opportunities for staff to participate in professional development by a recognized expert onsite with supports such as access to the internet, after program hours child care, peer group learning and/or after hour or Saturday courses with meals.</p>	<p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i></p> <p><i>OR</i></p> <p><i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i></p> <p><i>AND</i></p> <p><i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i></p>
Level 5	TBD	TBD

Administration: EVALUATION

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Staff input is solicited on an annual basis through a staff survey</p> <p>Program director and staff complete a program self assessment to evaluate the program</p>	<p><i>Review of documentation of the staff survey</i></p> <p><i>Documentation of the program self assessment, including use of the ITERS (if appropriate) and ECERS as a self assessment tool</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Results of the annual staff survey is used to develop the program improvement plan</p> <p>Staff evaluations are reviewed midyear and accommodate changes in the role and duties of the staff person or new goals.</p> <p>Self assessment of the program requires input from staff, families and professionals associated with the program and results are shared with staff and families who contribute to the development of a comprehensive written program improvement plan</p>	<p><i>Documentation of the staff evaluation and mid-year review.</i></p> <p><i>Documentation of the self assessment process and program improvement plan</i></p> <p><i>An outside reliable rater administers the ITERS (if appropriate) and the ECERS with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Staff and families have input into the evaluation of the management staff, using a 360° type process</p> <p>An outside reliable evaluator uses a valid and reliable rating scale to rate the leadership, management/administration and program quality.</p> <p>Program shares the results of the program quality rating with the families, staff, governing board and funders.</p>	<p><i>Option 1: An outside reliable rater administers either:</i> <i>ITERS (if appropriate) and ECERS with a total score of 5.0 or better with a sub-score of at least 5.0 in all areas</i> <i>Or</i> <i>the Preschool Administration Scale</i> <i>Or</i> <i>NAEYC Evaluation visit</i></p> <hr/> <p><i>Option 2:</i> <i>Current accreditation certificate</i> <i>OR</i> <i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i></p>

	Standard	Measurement
		<i>AND Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i>
Level 5	TBD	TBD

Administration: COMMUNITY INVOLVEMENT

	Standard	Measurement
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements	License in good standing or program meets EEC Licensing Standards (for non-licensable and license exempt programs)
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Program maintains a list of current community resources that support families that is accessible to parents</p> <p>Program communicates and shares information on the program's services, philosophy and mission with the LEA and other early childhood programs within the community.</p> <p>Program participates in at least one community event each year</p>	<i>Review of the documentation of the file, communications and participation in community events.</i>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>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</p> <p>Program establishes a dedicated community resource space with current materials and contact information that is available for use by families and staff</p> <p>Program has written collaborative transition agreements with early intervention programs and the local LEA that specifies the responsibilities and duties of each entity in supporting children and families.</p> <p>Program participates in local community group work that is related to early childhood, cultural group served by the program and/or family support</p>	<p><i>Review of public relations package</i></p> <p><i>Documentation of the dedicated space for families and staff</i></p> <p><i>Documentation of collaborative agreements and participation in community events.</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program maintains a variety of written public relations tools in the languages of the community that include policies, materials and activities that support the mission and goals of the program and are reviewed and updated on a periodic basis</p> <p>Program maintains written collaboration agreements with community based</p>	<p><i>Option 1 Review of documentation of public relations campaign and agreements</i> <i>Or</i> <i>Preschool Administration Scale (PAS) by an outside validator</i> <i>Or</i> <i>NAEYC Validation visit</i></p> <hr/>

	Standard	Measurement
	public and private agencies such as the arts, library, entertainment, family supports, human services, business, and/or sports in order to enrich the program's services for children and their families. These agreements spell out the responsibilities and policies for both the program and the community agency.	<i>Option 2:</i> <i>Current accreditation certificate</i> <i>OR</i> <i>Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent.</i> <i>AND</i> <i>Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i>
Level 5	TBD	TBD