



MASSACHUSETTS
**Department of
Early Education and Care**

Family Child Care

QRIS Standards

Provisional

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 family child care providers 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.

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. Educator - 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	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Educator uses a written developmentally appropriate curriculum that is aligned with the "MA Guidelines for Preschool Learning Experiences", the Infant / Toddler Learning Guidelines (when they are available) and reflects the diversity of the children served.</p> <p>Materials reflect the language and culture of the children in the program.</p>	<p><i>Curriculum from an approved list or submission of the curriculum for review</i></p> <p><i>Evidence of using the Materials Checklist in NAFCC as a guide.</i></p> <p><i>Use of the FCCERS-R as a self-assessment with a written program improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educator and any Assistants have received formal training in the curriculum and uses the MA Guidelines for Preschool Learning Standards, and the Infant / Toddler Learning Guidelines (when they are available), to guide their planning of their written weekly lesson plans</p> <p>Materials and equipment are changed frequently in order to maintain children's interest</p>	<p><i>Documentation of the training in the MA Guidelines for Preschool Learning and the Infant / Toddler Learning Guidelines (when they are available)</i></p> <p><i>Documentation of the training in the curriculum and a review of the lesson plans</i></p> <p><i>An outside reliable rater administers the FCCERS-R 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>Educator documents the alignment of the curriculum with the MA Guidelines for Preschool Learning Standards, and the Infant / Toddler Learning Guidelines (when they are available), in the daily/weekly lesson plans</p> <p>Educator participates in activities that provide ongoing training and feedback to ensure fidelity to the curriculum model</p>	<p><i>Option 1: Documentation of the training in the curriculum, the process and documentation of feedback and a review of the lesson plans</i></p> <p><i>An outside reliable rater administers FCCERS-R with a total score of 5.0 or better with a sub-score or 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

Curriculum and Learning: ASSESSMENT

Level	Standard	Measurement
Level 1	Meets Licensing Regulations	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Educator completes 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 shares them with parents</p>	<p><i>Children's files include documentation of the progress notes</i></p> <p><i>Use of the FCCERS-R as a self assessment tool with a written program improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>All children have a brief developmental screening within 45 days of enrollment using a valid and reliable tool and refers them to appropriate services</p> <p>Educator has received training 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 (when they are available)</p> <p>Educator implements an assessment process that includes ongoing progress monitoring and curriculum based assessment tools to determine child outcomes.</p> <p>Educator offers opportunities for parental input in the progress reports</p>	<p><i>Record of screening and referrals</i></p> <p><i>Documentation of training and review of the assessment process including anecdotal notes and portfolios.</i></p> <p><i>Documentation of educator - parent meetings and parental input or opportunities offered.</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educator is trained to screen children within 45 days of enrollment using a valid and reliable tool designed for that purpose and refers them to appropriate services.</p> <p>Educator maintains a tracking system that includes a log of referrals and description of the follow-up to appropriate services</p> <p>Educator observes children on a daily basis, using multiple methods and uses the results to monitor children's progress, adapt curriculum or individualize teaching strategies</p> <p>Educator has been trained in how to collect and interpret data in order to identify 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 the Educator and provide input in the development of the report</p>	<p><i>Option 1:</i></p> <p><i>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 training in collection and utilization of data 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 educator input.</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>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: EDUCATOR-CHILD RELATIONSHIP AND INTERACTIONS

	Standard	Measurement
Level 1	Meets Licensing Regulations	<i>License in good standing</i>
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 educator-child relationships and interactions that is shared with parents.</p> <p>Educator has participated in training on how to support positive relationships and interactions with children.</p>	<p><i>Review of policy and professional development</i></p> <p><i>Educator uses a self assessment tool to monitor the climate of the home and develop improvement plans</i></p> <p><i>Use of the FCCERS-R 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>When needed, the Educator uses an outside consultant/mentor with expertise in children's behavior and mental health to provide support and assistance in implementing strategies that support positive relationships/interactions and prevention/intervention techniques</p> <p>Educator engages 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</p>	<p><i>An outside reliable rater administers the FCCERS-R 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>Educator utilize teaching strategies that ensure a positive learning environment, engage children in learning and promote higher order thinking skills</p>	<p><i>Option 1: An outside reliable rater administers FCCERS-R with a total score of 5.0 or better with a sub-score of at least 5.0 in all area; and the Arnett Scale</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

Curriculum and Learning: Serving Children with Disabilities

	Standard	Measurement
Level 1	Meets Licensing Regulations	<i>License in good standing</i>
Level 2	<p style="text-align: center;">Meets Requirements of Level 1 PLUS</p> <p>If a child with special needs is enrolled, with parental permission, Educator has a copy of the I.E.P. or IFSP and maintains ongoing communication with the school/early intervention program to ensure consistency in meeting children's needs</p> <p>With parental permission, the Educator participates and provides input into the evaluation and IEP, or IFSP, process.</p>	<p><i>Review of policy and self assessment of the environment</i></p> <p><i>If relevant, documentation of the parental permission slips and communication process. Participation may be in person, written, or oral.</i></p>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>Educator has formal and informal collaborative agreements with the LEA/EI that provide a mechanism for the sharing of information on children with parental agreement, training and assistance with implementation of preventative/intervention strategies for the children in their care</p> <p>The Educator has a process for referral that includes a log for the tracking and follow-up of any children referred.</p>	<p><i>Review of the agreement and process for shared information, training/technical assistance and referral process and tracking system</i></p> <p><i>An outside reliable rater administers the FCCERS-R 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>Educator incorporates the Division of Early Childhood (DEC; of the Council for Exceptional Children) Recommended Practices into their plan to better support children with disabilities in their program</p>	<p><i>Option 1:</i></p> <p><i>An outside reliable rater administers FCCERS-R with a total score of 5.0 or better with a sub-score of at least 5.0 in all areas</i></p> <p><i>Documentation of the Educator's use of the DEC Recommended Practices into their program plan</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></p>

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

Curriculum and Learning: SERVING CHILDREN WITH DIVERSE LANGUAGES AND CULTURES

	Standard	Measurement
Level 1	Meets Licensing Regulations	<i>License in good standing</i>
Level 2	<p style="text-align: center;">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>Educator has participated in diversity trainings that provide awareness and assure respect for other language and cultures</p> <p>Educator provides opportunities in the learning environment for children to learn about the culture and languages of their peers</p> <p>Materials and displays reflect the children in the program.</p>	<p><i>Review of policy</i></p> <p><i>Documentation of the diversity training</i></p> <p><i>Documentation of the activities that are used to share other cultures and/or languages</i></p> <p><i>Educator's self assessment of the materials and displays in the learning environment</i></p> <p><i>Self assessment using the FCCERS-R</i></p>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>Educator has received professional development in strategies that address how to work with children from diverse languages and cultures and second language acquisition</p> <p>Educator demonstrates 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 Educator, 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 style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Educator 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>Educator seeks technical assistance in diverse languages to provide ongoing support when needed.</p>	<p><i>Option 1: Documentation of the Educator's use of the Quality Benchmark for Cultural Competence Project document for adaptations to the program</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'</i></p>

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

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	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>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</p> <p>Room arrangement provides space to accommodate individual and small group work with adaptations for all children present</p>	<p><i>Materials checklist in NAFCC is used as a self assessment tool to identify areas in need of improvement and develop an action plan to address issues</i></p> <p><i>Documentation that provides a report or picture of the learning environment</i></p> <p><i>Use of the FCCERS-R as a self assessment tool with a written program improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>There is access to space for indoor gross motor activities</p> <p>Each floor, where children spend a majority of time during each day, has a sink with running water for hand washing</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 (i.e. shelf, desk, room, etc.) for administrative and management work is kept separate from the children's areas</p>	<p><i>An outside reliable rater administers the FCCERS-R 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>Sufficient space is provided to rotate the children's areas to accommodate, separate areas for science/mathematics, dramatic play, block building, library/reading, writing, art, with alternative areas such as sand/ water, music, computers, woodworking and/or cooking</p> <p>Parent resources are provided, i.e. books, articles and DVDs</p>	<p><i>Option 1: An outside reliable rater administers an FCCERS-R 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>

	Standard	Measurement
Level 5	TBD	<i>TBD</i>

Environment: Outdoor

	Standard	Measurement
Level 1	Meets Licensing Regulations	<i>License in good standing</i>
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 and, within reason, adaptations that ensure accessibility for children with disabilities.</p>	<i>Educator uses the FCCERS-R as a self assessment tool to identify strengths and weaknesses in the environment and develop an action plan to address issues.</i>
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>	<i>An outside reliable rater administers the FCCERS-R with a total score of 4.0 or better with a sub-score of at least 3.0 in all areas</i>
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 FCCERS-R 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	<i>TBD</i>

Environment: HEALTH AND SAFETY

	Standard	Measurement
Level 1	Meets Licensing Regulations	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Educator documents the nutritional needs of the children in their program through a questionnaire for families</p> <p>Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program, unless needs of a child require additional consultation</p> <p>Educator reviews and provides information to parents on health, safety and nutrition.</p> <p>Educator provides information about available resources 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 information reviewed and provided to families</i></p> <p><i>Documentation of how Educator provided families with information about the opportunities for screenings</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educator is trained in how to work with children with special diets, allergies and specialized feeding issues</p> <p>Educator has documentation that children have received appropriate screenings (vision, hearing and dental)</p> <p>Educator 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><i>Documentation of the training</i></p> <p><i>Review of the Educator's tracking system and documentation in children's files</i></p> <p><i>An outside reliable rater administers the FCCERS-R 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>Educator 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 FCCERS-R with a total score of 5.0 or better with a sub score of at least 5.0 in the areas of Personal Care Routines</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></p>

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

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 educator quality and impact child outcomes. Ongoing professional development that links to activities in the learning environment is related to educator improvement and child outcomes are directly affected by the quality of their experiences in the learning environment.

Subcategories within Workforce Qualifications and Professional Development:

- 3A. Family Child Care Provider Qualifications and Professional Development
- 3B. FCC Assistant Qualifications and Professional Development
- 3C. Consultants Qualifications and Professional Development

Workforce: FAMILY CHILD CARE PROVIDER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

	Standard	Measurement
Level 1	Meets Licensing regulations	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>High school diploma or GED, <u>AND</u></p> <p>Child Development Associate's credential (CDA); (or higher i.e. AA or BA) for the age of the children served <u>OR</u> EEC Lead Teacher Qualified (Preschool or Infant/Toddler)</p> <p>Has a minimum of 24 months experience as a Family Child Care Provider</p> <p>Educator has an Individual Professional Development Plan (IPDP) that addresses their identified training needs and increases their competency along the continuum of the core competencies.</p> <p>IPDP ensures that the Provider is trained in the MA Guidelines for Preschool Learning, Infant / Toddler Learning Guidelines (when they are available) diversity, oral language development, supporting children's literacy development, and the Strengthening Families protective factors. Also the Provider is aware of the MA Curriculum Frameworks.</p> <p>IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency.</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. AA or BA) with 15 college credits in early childhood education, child development, and/or special education.</p> <p>Has a minimum of 36 months experience as a Family Child Care Provider</p> <p>IPDP ensures that the Provider receives training in the components of the assessment process including screening, observation, use of assessment tools and IDEA processes</p> <p>IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency.</p>	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>
Level 4	Meets Requirements of Level 3 PLUS	<p><i>Registry</i></p> <p><i>Review of the IPDP</i></p>

	<p>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</p> <p>Has a minimum of 60 months experience as a Family Child Care Provider</p> <p>IPDP ensures that the Educator receives training 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</p>	
Level 5	TBD	<i>TBD</i>

Workforce: FCC ASSISTANT QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

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

	Standard	Measurement
Level 1	Meets Licensing Regulations	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Working towards a High School Diploma / or GED</p> <p>IPDP, which is developed in conjunction with the Supervisor, addresses identified professional development needs and development of their competency along the continuum of the core competencies. 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 3	<p>Meets Requirements of Level 2 PLUS</p> <p>High School Diploma / or GED</p> <p>Completed training in the MA Guidelines for Preschool Learning Experiences, the Infant / Toddler Learning Guidelines (when they are available), and the Strengthening Families protective factors, and additional competency as determined with the supervisor.</p> <p>Assistant's IPDP 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>6 college credits in early childhood education, child development, or special education.</p> <p>IPDP addresses the actions and timelines to move to the next level of the QRIS</p>	<p><i>Option 1: Registry</i></p> <p><i>Review of the IPDP</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	<i>TBD</i>

Workforce: CONSULTANTS QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

	Standard	Measurement
Level 1		
Level 2	Educator 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. Educators 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	<i>License in good standing</i>
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 information on their child's progress on a quarterly basis through a checklist or descriptive report</p> <p>Educator offers families information regarding access to educational and informational opportunities on health, education, child development and other relative issues at a minimum of 3 times a year at either at the program or in the community.</p> <p>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</p> <p>Opportunities to meet with the Educator are offered 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 information offered to families.</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 Educator's improvement plan</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Annual parent survey results are used to assist the educator in improving the program</p> <p>A daily two way communication system is available between the educator and families</p> <p>The Educator is available for parental contact each day through a variety of means such as a scheduled telephone call time, checklists, e-mail</p> <p>Educator makes families aware of opportunities throughout the year for interactive family literacy activities.</p> <p>There is a system in place that identifies family needs and provides information on the appropriate community resources both at intake and on an annual basis</p> <p>Opportunities for parental input into the curriculum, workshops and</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 educator.</i></p> <p><i>Documentation how the educator made families aware of opportunities for family literacy activities</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>Administration of the FCCERS-R by a reliable rater with a total score of 4.0 or higher with no sub-score below 3.0</i></p>

	Standard	Measurement
	policies are provided through meetings, parent groups or suggestion boxes.	
Level 4	<p style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Parents' feedback is used in the policy and decision making for the program.</p> <p>Educator works with families to identify and support them to access outside agencies for services 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>Educator provides access to 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:</i> <i>Review of the documentation for parents to contribute to the decision making for the program.</i></p> <p><i>Documentation of how educator identifies and supports families to access programs such as adult education, English as a second language, job training and family literacy skills</i></p> <p><i>Documentation of the access to 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 FCCCERS-R with a total score of 5.0 or better with no sub-score below 5.0</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

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 educator 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	<i>License in good standing</i>
Level 2	<p style="text-align: center;">Meets Requirements of Level 1 PLUS</p> <p>Educator has a written business plan that includes an annual operating budget that is used to guide planning, set goals and make decisions.</p> <p>Educator 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 twice a year to families in their primary 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 program and family communications.</i></p>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>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.</p> <p>Educator has an annual financial review conducted by a certified public accountant or other financial advisor</p>	<p><i>Review of plan and policy for alternative educators</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>Educator has a system for data collection and tracking children's health, services, absenteeism and educational information, and professional development and financial record keeping</p> <p>Educator has formal and informal agreements with outside consultants/organizations in physical health, mental health, social services and other community organizations to provide services and supports to the educator and the families and children they serve</p>	<p><i>Option 1:</i> <i>Documentation of system for data collection and tracking</i></p> <p><i>Documentation of agreements</i> <i>Or</i> <i>Program Administration Scale (PAS) by an outside validator</i> <i>Or</i> <i>NAFCC Validation 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</i></p>

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

Administration: SUPERVISION

	Standard	Measurement
Level 1	Meets Licensing regulations	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>If Educator has an Assistant, there are scheduled meetings each week to ensure the Assistant receives feedback and is informed on all issues</p> <p>If the Educator has an Assistant, the Assistant is provided with a handbook at orientation that includes the personnel policies and processes.</p> <p>Assistants have written job descriptions</p> <p>All educators have an IPDP that reflects both the educator's goals and the results of the annual evaluation.</p>	<i>Review of documentation of the internal communication process, Educator handbook, job descriptions, IPDP</i>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Parents have opportunities to meet additional or alternative Educators who will be in the program</p> <p>Advance notification is given to parents when the Educator plans to use an alternative Educators</p> <p>Educator has a regularly scheduled meeting time each week to plan activities, child observations and use of materials</p> <p>Educator ensures that Assistants or alternative Educators are offered opportunities to participate in at least one professional development activity each year</p>	<i>Review of policy for use of alternative educators, documentation of planning schedule, professional development</i>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educator</p> <p>Educator ensures there are incentives (either fiscal or non fiscal rewards) to support Assistants in increasing their qualifications and moving up the career lattice</p>	<p><i>Option 1:</i></p> <p><i>Review of Educator salary scales and incentives for Educator,</i></p> <p><i>Or</i></p> <p><i>Program Administration Scale by an outsider validator</i></p> <p><i>Or</i></p> <p><i>NAFCC validation visit</i></p>

	Standard	Measurement
		<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

Administration: EVALUATION

	Standard	Measurement
Level 1	Meets Licensing regulations	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Family input is provided through an annual survey</p> <p>Assistants have an annual evaluation which is used to develop their personal work plan for the next year</p> <p>Educator, and Assistant if applicable, complete an annual self assessment to evaluate the program</p>	<p><i>Review of family survey results, evaluation process and self assessment</i></p> <p><i>Documentation of the program self assessment process</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Self assessment of the program includes participation by Educators, families and professionals associated with the program.</p> <p>Results of the self assessment are shared with alternative educators and families who contribute to the development a comprehensive written program improvement plan</p>	<i>Documentation of the self assessment, process for sharing and development of the program improvement plan</i>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>An outside reliable evaluator uses a valid and reliable rating scale to rate the leadership, management/administration and program quality.</p> <p>Educator shares the results of the program quality rating with the families, alternative educators, and, if applicable, other funders</p>	<p><i>Option 1:</i></p> <p><i>An outside reliable rater administers either: FCCERS-R with a total score of 5.0 or better and a minimum score of 5.0 in the subscales 38 through 43 Or the Program Administration Scale Or NAFCC Evaluation visit</i></p> <p><i>Process for sharing with families, alternative educators and other funders</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate OR Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a</i></p>

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

Administration: COMMUNITY INVOLVEMENT

	Standard	Measurement
Level 1	Meets Licensing regulations	<i>License in good standing</i>
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Educator maintains a list of current community resources that support families that is always accessible to parents</p> <p>Educator communicates and shares information on the Educator's services, philosophy and mission with the LEA and other early childhood programs within the community.</p> <p>Educator participates in at least one community event each year</p> <p>Educator establishes ongoing communication with other family child care providers in the community to exchange information and resources</p>	<p><i>Review of the documentation of the file, communications and participation in community events.</i></p> <p><i>Documentation of ongoing communication with other family child care providers in the community</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>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</p> <p>Educator has collaborative transition agreements with Early Intervention programs and the local LEA that specify the responsibilities and duties of each entity in supporting children and families, when applicable.</p> <p>Educator participates in local community group work that is related to early childhood, cultural group served by the program and/or family support</p> <p>Educator pilots a strategy for sharing resources/services with at least one other family child care provider in the community</p>	<p><i>Review of public relations package</i></p> <p><i>Documentation of collaborative agreements and participation in community events.</i></p> <p><i>Documentation for process of sharing resources/services with at least one other family child care provider and results</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educator 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>Educator maintains formal and informal collaboration agreements with community based 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 Educator and the community agency.</p>	<p><i>Option 1:</i></p> <p><i>Review of documentation of public relations campaign, agreements and participation in community events</i></p> <p><i>Or</i></p> <p><i>Program Administration Scale (PAS) by an outside validator</i></p> <p><i>Or</i></p> <p><i>NAFCC Validation visit</i></p>

	Standard	Measurement
	Educator coordinates with other family child care providers in the community and develops sharing agreements to maximize resources, services and professional development opportunities	<p><i>Review of sharing agreements with other family child care providers in the community</i></p> <hr/> <p><i>Option 2: Current accreditation certificate OR Meet the Head Start Performance Standards, by having no deficiencies as demonstrated by a Blue or Gold letter or the equivalent. AND Documentation of having met earlier Massachusetts' specific QRIS criteria (list of these is forthcoming)</i></p>
Level 5	TBD	TBD