



MASSACHUSETTS
**Department of
Early Education and Care**

After School and Out of School Time

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 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.

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

Category 1: Curriculum and Learning

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>There is a written program plan that includes scope, goals, daily activities and resources that encompasses both academic, recreational and creative programming each day</p> <p>Literacy activities are integrated into every day's activities.</p> <p>Schedules allow individual students to act independently, make choices and be challenged by the activities</p> <p>Materials reflect the language and culture of the students in the program</p>	<p><i>Documentation of program plan</i></p> <p><i>Review of the plan for how literacy activities will be integrated throughout the day</i></p> <p><i>Review of the daily schedule</i></p> <p><i>Classroom Materials Checklist is used</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program plan includes active physical activities, opportunities for creative and social emotional expression, and academic work linked to the student's school day in order to support the development of students in the program.</p> <p>Program provides access to homework assistance or provides students with 1:1 or small group support from Educators, trained volunteers or interns.</p> <p>Program identifies the barriers and challenges in the curriculum that may interfere with the retention of students in the program and develops some strategies to address them</p> <p>The daily schedule includes literacy strategies such as shared reading, book discussion, and fun activities that promote literacy.</p>	<p><i>Review of plan</i></p> <p><i>Review of access to homework assistance and how daily schedule includes literacy strategies</i></p> <p><i>Process for identification of barriers and plan to address them</i></p> <p><i>An outside reliable rater administers the SACERS resulting in a total score of 4.0 or better with no subscore less than 3.0</i> <i>OR</i> <i>A high score on the APT</i></p>
Level 4	Meets Requirements of Level 3	<i>Option 1:</i>

Level	Standard	Measurement
	<p style="text-align: center;">PLUS</p> <p>Program ensures students have access to a variety of skilled tutors to assist students in improving in math, literacy and other academic subjects.</p> <p>Program activities are designed to support students in developing leadership skills, self esteem, and positive behaviors while reducing their risk taking behavior.</p> <p>There is established two –way communication between the student's school and the school age child care program in order to ensure a consistent continuum and support for the student</p> <p>Daily activities are designed to stimulate students, eliminate barriers and provide incentives for students to remain in the program such as connections to volunteering, or small paying jobs within the program or in the community, or other interest as indicated by the student.</p>	<p><i>Documentation of access to and the qualifications of the tutors</i></p> <p><i>Review of lesson plans and documentation of process and/or programs used to support students in developing the skills.</i></p> <p><i>An outside reliable rater administers SACERS with a total score of 5.0 or better with no subscore less than 5.0</i> <i>OR</i> <i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</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 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>Educators observe students and maintain written progress notes that are used to complete reports for parents at the beginning, middle and end of the program year, or at least three times during a twelve month period.</p>	<i>Students' files include documentation of the progress notes and reports to families</i>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educators receive professional development in using anecdotal records and portfolios to measure progress of children or identify areas of need.</p>	<p><i>Documentation of professional development and review of the assessment process including anecdotal notes and portfolios.</i></p> <p><i>An outside reliable rater administers the SACERS resulting in a total score of 4.0 or better with no subscore less than 3.0</i> OR <i>A high score on the APT</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educators establish an active ongoing two-way communication system with the school staff in order to ensure consistency in student programming, provide appropriate services, seek assistance around specific topical areas (special education, reading/math strategies etc) and with the permission of families, share information on the students' accomplishments or challenges</p>	<p><i>Option 1:</i></p> <p><i>Documentation and review of system for communication, services and information sharing between the program and the public school</i></p> <p><i>An outside reliable rater administers SACERS with a total score of 5.0 or better with no subscore less than 5.0</i> OR <i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i> AND <i>Documentation of having met earlier Massachusetts'</i></p>

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

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>Educators provide a variety of activities that support students in developing positive relationships with adults in the program.</p> <p>Educators show respect for the individuality of each student, engage them in meaningful conversations and support them in making choices.</p>	<p><i>Review of activities and process for positive relationships</i></p> <p><i>Program uses a self assessment tool to monitor the climate of the classroom and develop improvement plans</i></p>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>Educators acts as mentors/role models with designated students.</p> <p>Educators receive professional development in strategies that support open ended conversations, sharing of ideas, problem solving techniques and positive peer interactions</p> <p>Educators receive professional development in mediation techniques and utilize them with the students</p> <p>Educators are provided with opportunities to use outside consultants with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques</p>	<p><i>Review of Educators assignments/roles and professional development</i></p> <p><i>Review of process and use of outside consultants and their qualifications</i></p> <p><i>An outside reliable rater administers the SACERS resulting in a total score of 4.0 or better with no subscore less than 3.0</i> <i>OR</i> <i>A high score on the APT</i></p>
Level 4	<p style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Educators use a peer mediation system and support students in utilizing it to resolve issues that arise both within and outside of the classroom.</p>	<p><i>Option 1: Review of the training and process for peer mediation including a survey of students</i></p> <p><i>An outside reliable rater administers SACERS resulting in a total score of 5.0 or better with no subscore less than 5.0</i> <i>OR</i> <i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i> <i>Current accreditation certificate</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	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	<p style="text-align: center;">Meets Requirements of Level 1 PLUS</p> <p>With parental permission, program has a copy of the I.E.P. and maintains ongoing communication with the school to ensure consistency in meeting students' needs</p>	<i>Documentation of the parental permission slips and communication process</i>
Level 3	<p style="text-align: center;">Meets Requirements of Level 2 PLUS</p> <p>Program has written collaborative agreements with the LEA that provides a mechanism for the sharing of information on students, with parental agreement, professional development and assistance with implementation of preventative/intervention strategies used in the program</p> <p>Educators support the inclusion of children with disabilities through books, media, games and activities that promote understanding by their peers.</p> <p>Peers are supported and encouraged in assisting others, using the "Buddy System", helping to adapt activities and/or learning specific strategies such as sign language, augmentative communication or Braille.</p>	<p><i>Review of the agreement and documentation of the process for shared information, professional development/technical assistance</i></p> <p><i>Utilization of the Council on Exceptional Children checklist for books, materials and activities</i></p> <p><i>Review of process and activities that are used in the program to support peer assistance.</i></p> <p><i>An outside reliable rater administers SACERS resulting in a total score of 4.0 or better with no subscore less than 3.0 OR</i> <i>A high score on the APT</i></p>
Level 4	<p style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Educators use strategies such as role playing, guest speakers and students volunteering for service in the community to assist students in developing heightened awareness and respect for people with varying levels of abilities</p> <p>All students, no matter their ability level have an active role in all activities</p>	<p><i>Option 1: Review of documentation and strategies used to raise awareness around students with disabilities</i></p> <p><i>Review of plan to ensure all students take an active role in all activities</i></p> <p><i>An outside reliable rater administers SACERS resulting in a total score of 5.0 or better with no subscore less than 5.0 OR</i> <i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i> <i>Current accreditation certificate</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 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>Educators 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 students to learn about the culture and languages of their peers</p> <p>Materials and displays reflect the diversity of the students 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>Educators have received professional development in strategies that address how to work with students from diverse languages and cultures and second language acquisition, especially around techniques for teaching reading.</p> <p>Educators demonstrate language and literacy skills either in English, or the student'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 two-way communication policy and process for families</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Opportunities are provided for students to learn and practice using the language of a classmate.</p> <p>Program uses a consultant with expertise in diverse languages/cultures to provide support for Educators.</p>	<p><i>Option 1:</i> <i>Review of process, strategies and supports for students learning another language</i></p> <p><i>Documentation of the use of the consultant and the written recommendations and support provided.</i></p> <hr/> <p><i>Option 2:</i> <i>Current accreditation certificate</i> AND</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>

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>Meets Requirements of Level 1 PLUS</p> <p>There are defined spaces for older and younger students when they are in the same space</p> <p>Room arrangement provides sufficient space for the age of the students served to accommodate a variety of activities from which they can choose</p> <p>Storage and display of materials support the development of student's initiative, self selection and regulatory skills and behaviors</p>	<p><i>Review of the program space and assigned uses and accommodations for storage</i></p> <p><i>Program uses the SACERS-R as a self assessment tool to identify strengths and weaknesses in the environment and develop an action plan to address issues.</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program has separate spaces for individual and small group activities including both quiet and more noisy activities for each.</p> <p>Materials are changed on a regular basis. They include such things as a wide range of books (by age, by genre), games, art supplies, computers and software, indoor physical activities supplies</p> <p>Provide a mix of natural and artificial light in child activity rooms that can be adjusted by the Educators to changing outside light levels and activities.</p>	<p><i>Review of materials available and process for rotation and their storage</i></p> <p><i>An outside reliable rater administers an SACERS with a total score of 4.0 or better with no subscore less than 3.0</i> <i>OR</i> <i>A high score on the APT</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program provides separate assigned space for quiet work, indoor sports activities, group work such as games and/or creative work (drama, dancing, music) and tutorial and/or homework assistance.</p> <p>Program provides sufficient materials for children's interests, such as</p>	<p><i>Option 1:</i></p> <p><i>Review of the program space and assigned uses</i></p> <p><i>Review of process for documenting students' interests and making materials available</i></p> <p><i>An outside reliable rater administers an SACERS with a</i></p>

	Standard	Measurement
	<p>computers, scientific equipment, or a variety of materials for carpentry or science</p> <p>Space is provided for an Educators resource center with books, articles and DVDs</p>	<p><i>total score of 5.0 or better with no sub score less than 5.0</i> <i>OR</i> <i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i> <i>Current accreditation certificate</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 and, within reason, adaptations to ensure that it is accessible for students with disabilities</p> <p>Separate space and equipment are made available to meet the needs of the different age groups served</p> <p>Materials and equipment are sufficient to allow students to make choices and explore a variety of activities</p>	<p><i>Review of space and materials and equipment in relationship to the age of the students served</i></p> <p><i>Program uses the SACERS-R as a self assessment tool to identify strengths and weaknesses in the environment and develop an action plan to address issues.</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Access to an outdoor space that is designed to include areas that protect students from wind, direct sunlight with a variety of surface materials that support different types of activities.</p>	<p><i>An outside reliable rater administers an SACERS 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>OR</i></p> <p><i>A high score on the APT</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Space is provided for organized sports activities and individual choices for physical activities with reasonable adaptations that can accommodate children with disabilities.</p> <p>Playground design includes easy access to bathroom facilities and drinking water</p>	<p><i>Option 1:</i></p> <p><i>Review of space and its use and materials/equipment</i></p> <p><i>An outside reliable rater administers an SACERS 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>OR</i></p> <p><i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</i></p> <p><i>AND</i></p> <p><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 Educators and parents on health, safety and nutrition.</p> <p>Educators work with students on meeting requirements for good health, nutrition and safety procedures throughout the year and integrates the basic principles into all of their activities.</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 consultations results, recommendations and follow up</i></p> <p><i>Documentation of the trainings provided for Educators and families</i></p> <p><i>Review of process and plans to integrate health, nutrition and safety principles into the daily activities</i></p> <p><i>Program uses the SACERS-R or the California Health Scale as a self assessment tool to identify strengths and weaknesses and develop an action plan to address issues.</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educators are trained in how to work with students with special diets, allergies and specialized feeding issues</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 educator in each classroom is trained in CPR and medication administration</p>	<p><i>Documentation of the training</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>An outside reliable rater administers an SACERS with a total score of 4.0 or better with a sub score of at least 3.0 in all areas or the health consultant administers the California Health Scale</i> <i>OR</i> <i>A high score on the APT</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p>	<p><i>Option 1:</i></p> <p><i>Review of the peer mediation process</i></p>

	Standard	Measurement
	<p>Program maintains an environment that implements best policies and practices to ensure children's optimal health, safety and nutrition</p> <p>Program uses a peer mediation process when rules, policies or procedures are not adhered to by students.</p>	<p><i>An outside reliable rater administers an SACERS with a total score of 5.0 or better with no subscore less than 5.0</i> <i>OR</i> <i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i> <i>Current accreditation certificate</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 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. Program Administrator Qualifications and Professional Development
- 3B. Site Coordinator Qualifications and Professional Development
- 3C. Group Leader Qualifications and Professional Development
- 3D. Assistant Leader Qualifications and Professional Development
- 3E. Consultants Qualifications and Professional Development

Workforce: PROGRAM ADMINISTRATOR 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>Meets Requirements of Level 1 PLUS</p> <p>Administrator has an Associate Degree, or has equivalent coursework (60 college credits and enrolled in a Bachelor's degree program in early childhood education, elementary education or a related field or a higher degree i.e. master's degree), that includes a minimum of 3 college credits in administration and management and a minimum of 6 college credits in working with school age children</p> <p>Administrator has a minimum of 2 years experience as an administrator.</p> <p>Administrator has received professional development in supervision of adults and strategies for working with adults, in working with school age students, and is knowledgeable about the core competencies to be able to develop their educators' professional development plans.</p> <p>Administrator has a Individual Professional Development Plan (IPDP) that addresses their process and timelines to achieve the qualifications to move to the next level of QRIS and increases their competency along the advanced continuum of the core competencies.</p>	<p><i>Registry</i></p> <p><i>Review of the PDP</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Administrator has a bachelor's degree or is enrolled in a program leading to a Bachelor's Degree in early childhood, elementary education, or related field within 3 years.</p> <p>Administrator has a minimum of 3 years experience as an administrator.</p> <p>IPDP addresses process and timelines to achieve the Administrator qualifications for the next level of QRIS and increase their competency along the advanced continuum of the core competencies.</p>	<p><i>Registry</i></p> <p><i>Review of the PDP</i></p>

Level 4	<p style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Administrator 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 working with school age children/early childhood education/special education/elementary education</p> <p>Administrator has professional development in special education/working with children with disabilities</p> <p>Administrator has a minimum of 5 years experience as an administrator</p> <p>IPDP addresses areas of identified needs; addresses goals and objectives necessary to the position and increases competency along the advanced continuum of the core competencies.</p>	<p><i>Registry</i></p> <p><i>Review of the PDP</i></p>
Level 5	TBD	<i>TBD</i>

Workforce: SITE COORDINATOR QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

These standards apply to Site Coordinators 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 12 college credits in working with school age children/special education</p> <p>Site Coordinator has an Individual Professional Development Plan (IPDP) that</p> <ul style="list-style-type: none"> - is developed in conjunction with the Supervisor that addresses the identified professional development needs of that Group Leader and development of their competency along the mid-level continuum of the core competencies. - ensures that the Group Leader has received professional development in the Curriculum Frameworks, diversity, supporting literacy development, the Strengthening Families protective factors, and an introduction to the core competencies, and - addresses the actions and timelines that are required to move to the next level of the QRIS and development of their competency along the mid-level continuum of the core competencies 	<p><i>Registry</i></p> <p><i>Review of the PDP</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</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. master's degree), with a minimum of 18 college credits in working with school age children/special education and 3 college credits in administration and management; and is enrolled in a program leading to a Bachelor's degree in education or a related field.</p> <p>IPDP that ensures professional development in the components of the assessment process including screening, observation, use of assessment tools and IDEA processes. IPDP also addresses the actions and timelines to move to the next level of the QRIS and development of their competency along the</p>	<p><i>Registry</i></p> <p><i>Review of the PDP</i></p>

	mid-level continuum of the core competencies	
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Bachelor's degree in elementary education/middle school education/ special education, could include teacher certification or a related field with 36 credits in elementary or middle school education/special education, with 6 college credits in administration and management</p> <p>IPDP that ensures professional development in literacy strategies, 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 PDP</i></p>
Level 5	TBD	<i>TBD</i>

Workforce: GROUP LEADER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

These standards apply to Group Leaders 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>12 college credits in working with school age children/special education</p> <p>Group Leader has an Individual Professional Development Plan (IPDP) that is:</p> <ul style="list-style-type: none"> - developed in conjunction with the Supervisor that addresses the identified professional development needs of that Group Leader and development of their competency along the mid-level continuum of the core competencies. - ensures that the Group Leader has received professional development in the Curriculum Frameworks, diversity, literacy development, and the Strengthening Families protective factors, and an introduction to the core competencies, and - addresses the actions and timelines that are required to move to the next level of the QRIS and development of their competency along the mid-level continuum of the core competencies 	<p><i>Registry</i></p> <p><i>Review of the PDP</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</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), with a minimum of 18 college credits in working with school age children/special education and enrolled in a program leading to a Bachelor's degree in education 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. IPDP also 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</p>	<p><i>Registry</i></p> <p><i>Review of the PDP</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p>	<i>Registry</i>

	<p>Bachelor's degree in elementary education/middle school education/ special education including teacher certification or a related field with 36 credits in elementary or middle school education/special education</p> <p>IPDP ensures that the Group Leader receives professional development in literacy strategies, 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>	<i>Review of the PDP</i>
Level 5	TBD	<i>TBD</i>

Workforce: ASSISTANT GROUP LEADER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

These standards apply to Assistant Group Leaders 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>6 college credits in working with school age children</p> <p>IPDP, which is developed in conjunction with the Supervisor, addresses the identified professional development needs of that Assistant Group Leader and development of their competency along the initial-level of 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 PDP</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>12 college credits in child/youth development/special education.</p> <p>Professional development in diversity and elementary subjects such as reading and mathematics and additional competency as determined with the supervisor.</p> <p>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 PDP</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Enrolled in a program leading to an Associate Degree within 3 years with at least 24 credits in education and working with school age children Or Enrolled in a program leading to a Bachelor's degree in elementary education/middle school education/ special education or a related field with 36 credits in education and working with school age children</p>	<p><i>Registry</i></p> <p><i>Review of the PDP</i></p>
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 baccalaureate degree in the area of consultation with appropriate licenses, if required, and at least 5 years of experience in the field of education	<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>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 Educators are provided for parents on a monthly basis</p>	<p><i>Documentation of the surveys, daily communication and opportunities in the schedule to meet with parents.</i></p> <p><i>Use of the Strengthening Families self-assessment tool and results incorporated into program's improvement plan</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>Program uses the SACERS as a self assessment 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><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>

	Standard	Measurement
	<p>A daily two way communication system is available between educators and parents</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>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 program activities 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>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, their primary language and how they are used.</i></p> <p><i>An outside reliable rater administers the SACERS with a total score of 4.0 or better and no subscore less than a 3</i> <i>OR</i> <i>A high score on the APT</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 opportunities for families to engage as full partners in the education of their children</p>	<p><i>Option 1:</i></p> <p><i>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 SACERS with a total score of 5.0 or better and a minimum score of 5.0 in the Family Involvement subscale</i> <i>OR</i> <i>A high score on the APT</i></p>

	Standard	Measurement
		<i>Option 2:</i> <i>Current accreditation certificate</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

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 Educators 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 Educators and families in their primary, or preferred, language</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 Educators and family communications.</i></p> <p><i>Program uses the SACERS as a self assessment</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><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> <p><i>An outside reliable rater administers an SACERS with a total score of 4.0 or better with no subscore less than 3</i> <i>OR</i> <i>A high score on the APT</i></p>
Level 4	<p style="text-align: center;">Meets Requirements of Level 3 PLUS</p> <p>Educators and advisory board are involved in the development of the business plan and it is reviewed periodically for updating</p> <p>Program has a system of technology that allows for data collection and tracking of children's health, services, absenteeism and educational information, educators' qualifications and professional development and financial record</p>	<p><i>Option 1:</i></p> <p><i>Review of business plan and process for development</i></p> <p><i>Documentation of data collection system</i></p> <p><i>Documentation of written agreements</i></p>

	Standard	Measurement
	<p>keeping</p> <p>Program has written agreements with outside consultants/organizations in physical health, mental health, social services and other community organizations to provide services and supports to the program and the families and children they serve</p>	<p><i>An outside reliable rater administers an SACERS with a total score of 5.0 or better with a sub score of at least 5.0 in all areas Or Council on Accreditation Validation visit OR A high score on the APT</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate AND 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 educators are informed on all issues</p> <p>Each educator is provided with a staff handbook at orientation that includes the program personnel policies and processes.</p> <p>Supervisor meets with each educator on an annual basis to develop an Individual Professional Development Plan (IPDP) that reflects both the educator's goals and the results of the annual evaluation.</p> <p>Program provides recognition rewards for educators (i.e. monthly parking spot, time off, award etc)</p>	<p><i>Review of documentation of the internal communication process, staff handbook, IPDP and process for recognition rewards</i></p> <p><i>Program self assessment</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program uses at least three types of internal communication on a monthly basis to inform educators.</p> <p>Educators' schedule includes a weekly paid planning time</p> <p>Educators 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 educator that achieves the next step on the career lattice</p> <p>Program provides opportunity and support for educators to attend at least one professional development conference each year</p>	<p><i>Review of documentation of internal communications, educators schedules, benefits package, policies for incentives and professional development.</i></p> <p><i>An outside reliable rater administers an SACERS with a total score of 4.0 or better with no subscore less than 3</i> OR <i>Enrolled in the Council on Accreditation process</i> OR <i>A high score on the APT</i></p>

	Standard	Measurement
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 educators, and is comparable with the current wage level of others in the community with the same levels of education</p> <p>Program offers a benefit package that includes vacation, sick time, and health insurance.</p> <p>Program offers opportunities for educators 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 1:</i> <i>Review of educators salary scales, benefits and professional development opportunities</i></p> <p><i>An outside reliable rater administers an SACERS 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>Council on Accreditation Validation visit</i> <i>OR</i> <i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i> <i>Current accreditation certificate</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

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>Educators input is solicited on an annual basis through an Educators survey</p> <p>Program administrator and educators complete a program self assessment to evaluate the program</p>	<p><i>Review of documentation of the educators survey</i></p> <p><i>Documentation of the program self assessment</i></p>
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Results of the annual educators survey is used to develop the program improvement plan</p> <p>Educators evaluations are reviewed midyear and accommodate changes in the role and duties of the educator or new goals.</p> <p>Self assessment of the program requires input from educators, families, enrolled students and professionals associated with the program and shares the results in order to develop a comprehensive written program improvement plan</p>	<p><i>Documentation of the educators' 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 an SACERS with a total score of 4.0 or better with no subscore less than 3</i> OR <i>Enrolled in the Council on Accreditation accreditation process</i> OR <i>A high score on the APT</i></p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educators and families have input into the evaluation of the administrative staff that is shared with the governing board</p> <p>Program shares the results of the rating with the families, Educators, governing board and funders.</p>	<p><i>Option 1:</i> <i>An outside reliable rater administers an SACERS with a total score of 5.0 or better with a sub score of at least 5.0 in all areas</i> OR <i>Council on Accreditation Validation visit</i> OR <i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i> <i>Current accreditation certificate</i> AND <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>

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 style="text-align: center;">Meets Requirements of Level 1 PLUS</p> <p>Program maintains a list of current community resources that support families is accessible to students and families</p> <p>Program communicates and shares information on the program's services, philosophy and mission with the LEA and other programs and organizations that serve children within the community.</p> <p>Program participates in at least one community event each year</p>	<p><i>Review of the documentation of the file, communications and participation in community events.</i></p> <p><i>Documentation of the program self assessment</i></p>
Level 3	<p style="text-align: center;">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 Educators to use in the community and are given to prospective families and students</p> <p>Program establishes a dedicated community resource space with current materials and contact information that is available for use by families, students and educators</p> <p>Program has written collaborative transition agreements with the local LEA that specifies the responsibilities and duties of each entity in supporting students and families.</p> <p>Program participates in local community group work that is related to children, families, and/or linguistic/cultural groups served by the program and/or provide family support</p>	<p><i>Review of public relations package</i></p> <p><i>Documentation of the dedicated space for families, students and educators</i></p> <p><i>Documentation of collaborative agreements and participation in community events.</i></p> <p><i>An outside reliable rater administers an SACERS with a total score of 4.0 or better with no subscore less than 3</i> OR <i>Enrolled in the Council on Accreditation accreditation process</i> OR <i>A high score on the APT</i></p>
Level 4	<p style="text-align: center;">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</p>	<p><i>Option 1:</i></p> <p><i>Review of documentation of public relations campaign and agreements</i></p>

	Standard	Measurement
	<p>and goals of the program and are reviewed and updated on a periodic basis</p> <p>Program maintains written 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 students and their families. These agreements spell out the responsibilities and policies for both the program and the community agency.</p>	<p><i>An outside reliable rater administers an SACERS 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>OR</i></p> <p><i>Council on Accreditation validation visit</i></p> <p><i>OR</i></p> <p><i>A high score on the APT</i></p> <hr/> <p><i>Option 2:</i></p> <p><i>Current accreditation certificate</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