**California Race to the Top - Early Learning Challenge (RTT-ELC)**

**Tiered Quality Rating and   
Improvement System**

**(TQRIS)**

**Consortia Implementation Guide**

Contents

[Introduction 3](#_Toc360086993)

[California’s Approach 3](#_Toc360086994)

[California’s TQRIS 5](#_Toc360086995)

[Eligible Child Care Facilities 6](#_Toc360086996)

[High needs priority 7](#_Toc360086997)

[Funding 9](#_Toc360087000)

[Rating and Monitoring 9](#_Toc360087002)

[Site Rating 11](#_Toc360087003)

[Rating Frequency 11](#_Toc360087004)

[Rating Guidelines 11](#_Toc360087005)

[Self-Report 11](#_Toc360087006)

[File Review 12](#_Toc360087007)

[Conducting Classroom Assessments 12](#_Toc360087008)

[Defining Classrooms for Assessment 12](#_Toc360087009)

[Selecting Classrooms for Assessment 13](#_Toc360087010)

[Parameters for Selecting Classrooms 14](#_Toc360087011)

[Announced vs. Unannounced Visits 14](#_Toc360087012)

[Use of Existing Assessments 15](#_Toc360087013)

[Assessor qualifications 15](#_Toc360087014)

[Communicating the Site Rating 15](#_Toc360087015)

[Core 1: 16](#_Toc360087018)

[Child Development & School Readiness 16](#_Toc360087019)

[Core 2: 16](#_Toc360087020)

[Teachers and Teaching 16](#_Toc360087021)

[Core 3: 16](#_Toc360087022)

[Program and Environment 16](#_Toc360087023)

[Core 1: Child Development and School Readiness 17](#_Toc360087024)

[Element 1. Child Observation 17](#_Toc360087025)

[Core 1: Child Development and School Readiness 19](#_Toc360087026)

[Element 2. Developmental and Health Screenings 19](#_Toc360087027)

[Core 2: Teachers and Teaching 23](#_Toc360087028)

[Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH) 23](#_Toc360087029)

[Core 2: Teachers and Teaching 26](#_Toc360087030)

[Element 4. Effective Teacher-Child Interactions: CLASS Assessments (\*Use tool for appropriate age group as available) 26](#_Toc360087031)

[Core 3: Program and Environment 29](#_Toc360087032)

[Element 5: Licensing and Regulatory Requirements: Ratios and Group Size *(Centers Only)* 29](#_Toc360087033)

[Core 3: Program and Environment 30](#_Toc360087034)

[Element 6 .Program Administration and Leadership: Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R 30](#_Toc360087035)

[Core 3: Program and Environment 31](#_Toc360087036)

[Element 7 .Program Administration and Leadership: Director Qualifications (Centers Only) 31](#_Toc360087037)

# Introduction

Early learning and care can bring a wide range of benefits for children, parents, and society at large. However, these benefits are conditional on “quality.” Expanding access to services without attention to quality will not deliver good outcomes for children or long-term productivity benefits for society.[[1]](#footnote-1)

# California’s Approach

California’s Race to the Top – Early Learning Challenge (RTT-ELC) Regional Leadership Consortia (Consortia), comprised of 17 lead agencies in 16 counties, have identified the desired outcome of the RTT-ELC Tiered Quality Rating Improvement System (TQRIS) as: ensure children entering kindergarten are ready to learn and succeed by increasing access to high-quality programs for children with high needs. California’s TQRIS is built upon a Quality Continuum Framework that is:

* Supportive of kindergarten readiness
* Built on tiers and incentives to be set at the local level
* Based on a continuous program improvement process.

To achieve this goal, California’s RTT-ELC funding will support the development and expansion of successful local programs that are focused on increased outcomes for high-need children by implementing local TQRISs. California will support these local efforts by partnering with Consortia that volunteer to strengthen their existing systems, align their systems to a common state framework, and serve as leaders and mentors to other programs and entities in their region. The goal is to use the majority of the RTT-ELC funds to support local activities.

California is taking a unique approach that builds upon the state’s local and statewide successes. This will allow locals to develop and maintain control over their own quality improvement processes and build off of local investments, while still allowing counties to share lessons learned and coordinate efforts when feasible.

The Consortia will bring together organizations in their regions with the same goal of improving the quality of early learning, and expand their current areas of impact by inviting other programs to join their TQRIS or reaching out to mentor other communities. By joining California’s RTT-ELC effort, the Consortia voluntarily agree to align their local TQRIS to a common “Quality Continuum Framework” and will implement three common tiers in addition to any locally-determined tiers. In addition to a statewide evaluation of the common TQRIS tiers, the Consortia also will set local goals to improve the quality of early learning and development programs in the fol­lowing three areas:

* Child development and readiness for school
* Teachers and how they interact and teach young children
* Program and classroom environment

The Consortia has adopted three common tiers with implementation guidelines to ensure consistency of implementation across the counties. To allow for local control, counties may elect to make local decisions about the tiers that are not commonly adopted, as well as areas for implementation that are left to local control.

California also is using RTT-ELC funding to support state efforts improving the lives of young children. Ten one-time investments support local efforts, including teacher/provider training and professional development; kindergarten readiness; community care licensing; home visitation; developmental screenings; and evaluation of local QRIS efforts.

# California’s TQRIS

**A Quality Rating and Improvement System (QRIS)** is a “method to assess, improve and communicate the level of quality in early care and education settings” (Mitchell, 2005, p. 4). A QRIS can vary significantly in terms of what it measures and how and whether development can operate statewide or in a local area. However, a fully functioning QRIS includes the following components: (1) quality standards for programs and practitioners; (2) supports an infrastructure to meet such standards; (3) monitoring and accountability systems to ensure compliance with quality standards; (4) ongoing financial assistance that is linked to meeting quality standards; and (5) engagement and outreach strategies (Child Trends, 2009)[[2]](#footnote-2).

##### In order to ensure maximum flexibility and recognize diverse areas of quality, the Consortia ultimately chose a points-based hybrid rating system approach and developed and approved the RTT-ELC Quality Continuum Framework Consortia Hybrid Matrix with Three Common Tiers (Hybrid Matrix or QRIS) in September 2012. The initial block rating system had up to 16 elements to be rated. The Consortia streamlined the elements/indicators for rating to focus on the “few and powerful” (5 to 7) and moved approximately half of the initial rated elements from the Framework out of the Hybrid Matrix into the newly created corresponding Quality Improvement and Professional Development Pathways (Pathways).

***Rating Structure*** - method for determining rating steps (i.e., building blocks, points, and combination of block and points)

***Building Block*** - The building block approach to QRIS means that all criteria at a particular tier level must be met before moving onto the next tier. Consortia agreed that only tier 1 will be a “block,” meaning that the program must meet basic licensing requirements to be considered tier 1. Some county consortia may also use the block approach for local tier 2, but this is a local decision.

***Points*** - Rather than having to meet all criteria in a tier, sites accumulate points based on their level of implementation of each quality element. A site could receive 2 points for one element and 4 points for another .California’s common tiers 3 and 4 have criteria with points that will be used by all RTT counties. Some county consortia may also use points for tier 2, but this is a local decision.

***Hybrid Approach*** - The QRIS hybrid approach includes building blocks for some levels and/or some criteria and points for others. Consortia agreed tier 1 would be a block and tiers 3 and 4 would use a point-based approach, thus identifying California’s QRIS Framework as a Hybrid Matrix.

##### **Rating Tiers** are the number of levels included in California’s hybrid system. These levels are often designed with an easily understood symbol indicating ascending quality, such as stars; steps; or bronze, silver, or gold. In California, the designations are locally dictated. California’s rating system has three agreed upon rating levels in a five-tiered system. Tiers 1, 3, and 4 are agreed upon tiers (all counties will meet the same requirements and rate using the same criteria). Tiers 2 and 5 are decided locally; however, the Consortia produced point-based recommendations as a starting point.

Every participating TQRIS site will receive a **Program Quality Score** based on the 7 elements of quality for centers and five quality elements for family child care homes (fewer for sites serving infants only). After meeting licensing requirements (tier 1, block), programs will achieve their final program quality score by adding points based on the level of implementation of each of the elements of quality.

Centers can earn up to 35 points for the 7 elements; and Family Child Care Homes, with 5 elements, can earn up to 25 points total.

The final score is translated into a “tier” rating based on the chart below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Tier 1* | *Tier 2* | *Tier 3* | *Tier 4* | *Tier 5* |
| *Centers* | *block* | *8 – 19 points* | *20 – 25 points* | *26 – 31 points* | *32 points or more* |
| *Family Child Care Homes* | *block* | *6 – 13 points* | *14 – 17 points* | *18-21 points* | *22 points or more* |

The Consortia adopted tiers 3 through 5 as the “***top tiers***.”

# Eligible Child Care Facilities

**Facility** *-* Any child care center or child care arrangement which provides child care for children unrelated to the operator and which receives a payment, fee, or grant for any of the children receiving care. Licensing of a facility is governed by the California Community Care Licensing Division of the Department of Social Services which defines facility as “any place or building in which less than 24-hour per day nonmedical care and supervision are provided to children in a group setting.”

The QRIS is open to select early childhood facilities in one of the 16 counties awarded a RTT-ELC Grant. Counties may identify *participating sites* using locally-determined criteria that are based on the high needs population established by the RTT-ELC grant application.

**Participating Sites** are licensed centers and family child care homes (exceptions noted below). Priority is given to participating programs that are serving children with high needs.

Exceptions to licensed programs that may participate include:

* Cal-SAFE child development programs
* Tribal-approved child care programs
* Military installation child care programs
* Adult Education preschool programs that are legally exempt from licensing
* Other programs operated by school districts, such as IDEA Part B or Part C funded programs

All participating sites’ licenses must be current and *“In Good Standing,***”** [[3]](#footnote-3) which means a licensed child care center or family child care home that currently does not have[[4]](#footnote-4) any of the following: 1) a non-compliance conference; 2) an administrative action taken or in the process of being taken (includes denied application, denied exemption, temporary suspension order, expedited revocation action, revocation action, or exclusion action that is being initiated, in process, or already taken); and 3) a probationary license.

If a site license is changed to anything other than “In Good Standing,” the QRIS rating and services to the site are suspended[[5]](#footnote-5) (rating suspended and program no longer receiving RTT-ELC site-level Quality Improvement resources, including financial incentives, technical assistance, coaching, and on-site training).

# high needs priority

# The RTT-ELC funds are designed for use to improve quality in sites serving high needs children. Priority should be given to sites serving children defined as high needs as described in California’s application.

The term **Children with High Needs** is defined in the RTT-ELC application as

“Children from birth through kindergarten entry who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that terms defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the State. California includes infants and toddlers and “children receiving protective services through the local county welfare department as well as children identified by a legal, medical, social service agency or emergency shelter as abused, neglected or exploited or at risk of abuse, neglect or exploitation.”

***Source:*** *Race to the Top-Early Learning Challenge Application, p. 14, California’s RTT-ELC application, and Title 5 sections 18078(c) and 18092*

A required minimum threshold of high needs children has not been established at the state-level. Counties are encouraged to identify sites serving children with high needs as a primary population of service and may complement services with matching funds if participating sites are serving a majority of children who do not fit into the “high needs” definition.

Often, families of children who fall into multiple “high needs” categories receive a child care subsidy .These families may be referred to as a **subsidized family**, meaning, the family receives child care services from a subsidized program or receives a voucher for services from the parent-selected program or provider.

Children with high needs have one or more of these characteristics:

1. Low income family
2. Migrant/Seasonal
3. Homeless
4. Dual Language Learner
5. Tribal
6. Special Needs
7. In Child Protective Services
8. Living in neighborhood of low-API schools
9. Receiving child subsidy/vouchers
10. Infants/Toddlers

## Subsidized Sites Serve High Needs Children

**Site** - An early learning and development program operating by an administration/ entity at one physical location with at least one child care license from Department of Social Services Community Care Licensing Division. If two administrations/entities are operating on the same site and are operating separately from one another (e.g., co-located), each is counted as a separate site.

Subsidized programs are a priority for RTT-ELC

services; by definition, they serve children with high needs. These include General Child Care Licensed Sites, Head Start, Early Head Start, State-funded Preschool, and Tribal sites.

**General Child Care Programs**

State and federally funded programs that use centers and family child care home networks that provide child development services to children birth through 12 year of age. These programs provide an educational component that is developmentally, culturally, and linguistically appropriate for the children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. Infant/Toddler child development programs with a current CCTR contract with the California Department of Education.

**Head Start/Early Head Start** - Head Start and Early Head Start are federally-funded programs targeting low income children and provide a variety of services, including education, nutrition, and medical services.

**California State Preschool Programs** - Programs serving eligible three- and four-year-old children provide both part-day and full-day services that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.

**Tribal Sites** - Child care operated for the Indian children of a tribal community. The tribal child care programs are exempted from having a state child care license, but must meet the child care standards established by the tribe. In order to qualify for federal Child Care and Development Fund (CCDF) funds, tribes must be federally recognized. Not all tribes receive CCDF funds .Tribes that receive Head Start American Indian Program Bureau funds are to be counted as tribal sites, rather than as Head Start sites.

# Funding

# Many classrooms that serve children with high needs use braided funding, which means at least two federal or state funding sources are combined to support program services. These classrooms are often referred to as “braided,” “blended,” or “mixed.” All children or some of the children in the classroom must meet both funders’ eligibility requirements. A cost-allocation plan is required for this model unless all costs of the two programs are kept separate.

**Example 1:** Head Start and State Preschool Partnership - Braiding funds to operate as a single program. In this model, California State Preschool Program (CSPP) funds half-days for part of the year, typically for 175 days, and Head Start funds the other half-days for the same part of the year. The funds are mixed in order to provide a seamless, full-day program. The mixing of funds in this model can be expressed by the following formula CSPP (part-year) + Head Start (part-year) + additional funds = full-day, full-year (or full-day, part year).

**Example 2:** Head Start and Full-day CSPP or General Child Care Partnership, Head Start and Family Child Care Home Network Partnership. CSPP or General Child Care (CCTR) provides funds for the full year, typically for 246 days, and for the full day. Head Start provides an “umbrella” of additional services, including comprehensive services for children and families, additional training resources, additional staff and/or materials, and so forth. In this model, all children in each classroom or family child care home (FCCH) participating in the collaboration must be enrolled in CCTR *and* must be Head Start eligible. However, agencies may operate additional classrooms that are not involved in the collaboration for children who do not have dual eligibility and/or enrollment.

Partnerships of this kind may operate as a single program with mixed funds or may operate with funds and services separately accounted for by each partner agency[[6]](#footnote-6).

**Example 3**: Title I, Head Start and State Preschool - ESEA/NCLB Title I, Part A funds are available to support preschool programs, with requirements for teachers and paraprofessionals. These programs must coordinate with other federal programs, so a braided program might include Title I, Head Start and State Preschool or other combinations[[7]](#footnote-7).

# Rating and Monitoring

After the 17 Consortia representatives reached agreement on the TQRIS framework and common elements, a “Rating and Monitoring” workgroup consisting of volunteers from regional or county consortia met to discuss the details of tier implementation .The workgroup made recommendations, which were adopted by the larger Consortia, which defined common methodology for rating programs and identified areas left to local control .This section outlines these agreements.

Consortia agreements ensure that the California RTT-ELC program maintains **fidelity of implementation** across counties. These agreements designate where counties have local control, and where the delivery of the program is consistent across counties, and implemented in the way in which it was designed to be delivered. All counties agree to implement all tools, measures, and documents to fidelity, adhering to the author’s original approach. Preserving the components that made the original practice effective can directly impact the success of desired outcomes.

One way to ensure high quality program implementation is for Consortia to identify and clearly stipulate four distinct TQRIS Functions:

* ***Raters*** review and validate portfolio documentation.
* ***External Assessors***, trained on the Environment Rating Scales and/or Classroom Assessment Scoring System (CLASS) tool will carry out the assessment portion of the rating.
* ***Monitors*** ensure sites maintain their rated quality and compliance with program requirements.
* ***Technical Assistance (TA) Providers*** support the creation and/or implementation of the Quality Improvement Plan (QIP). TA providers also may assist sites with the development of the basic portfolio for rating.

While some functions may be fulfilled by the same person, individuals cannot serve as an external assessor and provide technical assistance or coaching services to the same group of teachers/sites.

# Site Rating

The RTT-ELC Consortia has adopted a portfolio-based rating process in combination with external assessment .The information below provides more specific information about frequency, assessment, and specific elements.

## Rating Frequency

A site’s rating will be valid for two years .Participating early learning sites develop quality improvement plans after they receive a full rating and commit to engaging in an ongoing continuous quality improvement process between rating periods. RTT-QRIS Consortia will **monitor** participating sites between ratings, to assure that they are continuing to meet the criteria for their level of rating. Failing to maintain the criteria may be demonstrated by significant turnover in staff, new director, significant licensing violation, etc. All of these may trigger a new rating. In general, events that may trigger reconsideration of the rating before the 2 years have passed include:

* Changes to a site the license, such as change of physical location, change in status, or other licensing changes.
* Changes that warrant re-assessment of an individual classroom.
* Other reasons determined by local consortia.

## Rating Guidelines

The QRIS Hybrid Matrix will employ a portfolio-based system (with monitoring and administrative verification) for a program to self-report some elements of quality, and a file review for others, as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Element | 1 | 2 | 3 | 4 | 5 |
| 1. Child Observation/Assessment | file review at all levels | | | | |
| 1. Developmental and Health Screening | file review at all levels | | | | |
| 1. Lead Teacher Qualifications and Professional Development | self-report at all levels | | | | |
| 1. CLASS Assessment | self-report | | external assessment | | |
| 1. Ratios and Group Size | self-report | | verify by assessor | | |
| 1. Environment Rating Scale | self-report | | external assessment | | |
| 1. Director Qualifications | self-report at all levels | | | | |

## Self-Report

All QRIS sites will use a **portfolio** for self-report elements. In order to verify the level of quality, all programs will be required to provide common documents demonstrating the level of quality for each element of the TQRIS Matrix. The portfolio may be managed online (e.g., via upload) or on paper, and is a local decision. All portfolios should be subject to random observation and file pulls at the discretion of local consortia.

## File Review

Two children’s files from each classroom will be randomly selected for review of child assessments and screenings by the external rater during observation visits (if the child has been in the program less than 60 days, another file may be selected). To obtain the corresponding point value for each element, every child should have evidence of screening and assessment (100% of files checked must contain evidence of a child assessment and screening or other alternatives as listed below). Alternatives to developmental screening are a parent “opt-out” form, detailed documentation of repeated attempts to obtain parental consent when conducting file review, or the existence of a current IFSP or IEP.

## Conducting Classroom Assessments

As indicated above, assessment is conducted for tiers three (3) through five (5) for elements relating to the CLASS tool (element 4) and the Environment Rating Scales (element 6) for the appropriate age level (refer to guidelines set by the tools’ authors if classrooms are mixed-age). The following sections describe frequency of assessment and classroom selection.

**Assessment Frequency**: Every site will receive a formal, external assessment using the Environment Rating Scale (ERS) and the CLASS (if warranted) every other year. The same classrooms, selected through random sampling (see next page) will receive both the CLASS and the ERS assessment in the same year, **or within 13 months of the final rating**. For the purpose of assessment, a year is considered 13 consecutive months.

*For example, if the ERS assessments are conducted in May, and the CLASS assessments are conducted on the same classrooms with the same lead teachers in September, then the program must be rated by June of the following year in order for the ERS assessment to be valid.*

## Defining Classrooms for Assessment

For the purpose of the California RTT-ELC, a **classroom** is defined as:

* One teaching team using the same physical classroom space and working with the same age group.
* A group of children under a single teaching team. A classroom may be full day or half day. The definition of “group=classroom” in half day morning and afternoon preschool is based on the consistency of the teaching team and consistency of the ages of children served.

The ***teaching team*** consists of the same group of teachers over time. However, for the purpose of determining whether a new assessment and rating is required, if the lead teacher changes, then a new assessment is required. If other teachers change but the lead teacher remains the same, then a new assessment is not required.

*But this is considered TWO classrooms because although the teaching team is the same, the ages of children served are different (based on the assessments*

*Same teaching team for AM & PM*

Morning toddlers

Afternoon preschool

*This is considered ONE classroom because the ages served and teaching team are the same*

*Same teaching team for AM & PM*

Afternoon preschool

Morning preschool

*This also is considered TWO classrooms because although both morning and afternoon serve the same age children, the teaching team is different.*

*Different teaching team in AM & PM*

Afternoon preschool

Morning preschool

For example,

## Selecting Classrooms for Assessment

Consortia will assess 1/3 of each age group regardless of the total overall number of classrooms, including at least one classroom in each age group and maintain a minimum of 1/3 in sites serving a single age group.

If all classrooms in the program serve the same age group (e.g., all infant/toddlers or all preschoolers), use the following guidelines for determining the number of classrooms to assess with the CLASS and ERS:

***Age Group*** – the age group of children served is defined by the assessment tool used .The ERS has an infant-toddler tool, and the CLASS has a toddler and Preschool/PreK tool (the infant tool is not yet available). Thus, infants and toddlers are considered one age group, and preschool and pre-K are considered a second age group.

|  |  |  |
| --- | --- | --- |
| All classrooms serve the same age group | | |
| # classrooms at site | % of classrooms to rate | # of classrooms to observe/assess |
| 1 | 33% | 1 |
| 2 | 33% | 1 |
| 3 | 33% | 1 |
| 4 | 33% | 2 |
| 5 | 33% | 2 |
| 6 | 33% | 2 |
| 7 | 33% | 3 |
| 8 | 33% | 3 |
| 9 | 33% | 3 |
| 10 | 33% | 4 |

If the program has classrooms for children of different ages (i.e., some infants/toddlers and some preschool), use the following guidelines for determining the minimum number of classrooms to assess with the CLASS and ERS, making sure to select at least one from each age group:

|  |  |
| --- | --- |
| Two different age groups | |
| **# classrooms at site** | **Total # to observe/assess** |
|
| **2** | 2 |
| **3** | 2 |
| **4** | 2 |
| **5** | 2 |
| **6** | 2 |
| **7** | 3 |
| **8** | 3 |
| **9** | 3 |
| **10** | 4 |

## Parameters for Selecting Classrooms

For classroom selection and random selection process, exclude classrooms (use alternate) or postpone scheduled assessment/visit when there is a: (1) substitute teacher; or (2) new teacher to the site (30 calendar days or less).

The minimum number of children required to be present in a particular classroom in order to rate will be locally determined as long as it remains within the parameters of the tool being used for assessment.

## Announced vs. Unannounced Visits

The Consortia will conduct scheduled visits with sites. There is a local determination as to how far in advance the visits may be scheduled. Notification to the site of randomly selected classrooms to be assessed will occur the day of the visit. The rater will ensure the classroom being assessed is staffed by the lead teachers on record.

## Use of Existing Assessments

A county consortium may elect (but is not required) to accept ERS and CLASS assessments previously conducted in lieu of the county consortia sending an assessor if the assessment was:

* Completed within 13 months of the rating.
* Performed by a valid and reliable external assessor.
* Conducted with the same lead teacher, child age group, and physical location as the randomly selected classroom.

# Assessor qualifications

All assessors must be external (or independent), and have certification showing reliability to assess or other such documentation, and experience (see CLASS and ERS for specific definitions). An **Independent Assessor** is a trained and reliable person or entity who is not part of the program being assessed. A **Reliable Assessor** is a person with experience in the child development field who is trained to evaluate child care programs using the particular instrument. Assessors attend thorough trainings to learn about using the scales/instrument to measure the quality of child care programs and complete multiple practice observations. Initial training of assessors must be by an author or an Anchor. Assessors are deemed reliable when they closely match scores of an Anchor (experience reliable "expert" assessor responsible for score interpretation) and must maintain their reliability in accordance with the tool’s authors.

The minimum required reliability is as follows:

* ERS - 85%, annual re-calibration; average across 3 ratings with an Anchor or Level 1 Observer.
* CLASS - maintain annual certification through Teachstone.

## Communicating the Site Rating

## Site ratings must be reported in the RTT-ELC Consortia Annual Performance Report. Data uploads are required bi-annually.

## Additionally, prior to the end of the grant period, the final tier rating must be communicated to the public by each consortium. Communication of the overall points is not recommended, but may be publicized at individual consortium’s discretion.

Consortia will adopt use of the terms “Core” and “Elements” to refer to the three overarching categories and components as follows:

|  |  |
| --- | --- |
| CORE | Elements |
| Core 1:Child Development & School Readiness | Element 1: Child Observation  Element 2: Developmental and Health Screenings |
| Core 2:Teachers and Teaching | Element 3: Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home  Element 4: Effective Teacher-Child Interactions |
| Core 3:Program and Environment | Element 5: Licensing and Regulatory Requirements: Ratios and Group Size (Centers Only)  Element 6: Program Administration and Leadership: Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R  Element 7: Program Administration and Leadership: Director Qualifications (Centers Only) |

The distinction of “category,” which was used in the early stages of discussion and is being used by the California Department of Education, may be an option for use by each consortium. The Elements are numbered 1 through 7, consecutively, with elements 5 and 7 for centers only.

## Core 1: Child Development and School Readiness

|  |  |  |
| --- | --- | --- |
| Element 1. Child Observation | | |
| **Point Value** | **Indicator** | **Detail** |
| **BLOCK *(Common Tier 1)*** | 🞏 Not Required | Child Observation and Assessment is not required at Common Tier 1/BLOCK. Sites at this tier must be licensed and in good standing with Community Care Licensing. |
| **2 POINTS** | 🞏 Program uses evidence-based child assessment/  observation tool once a year | **Evidence based child assessment/observation tool**refers to the level of evidence that supports the generality of a practice as indicated by research. Evidence may come from empirical evidence, through evaluation reports by an outside source or by the developer, or by consensus documents published by a professional organization. Local consortia may use the list of evidence based child assessment/ observation tools from the list below or create local guidelines, or both. Local criteria must include evidence that the tool is observational, annual, and, at minimum, assesses the following developmental domains: physical (gross & fine motor), social-emotional, cognitive, and communication.  Partial list of evidence-based tools:   * Creative Curriculum for Infants, Toddlers & Twos: Developmental Continuum Assessment Toolkit * Creative Curriculum for Preschool: Developmental Continuum Assessment Tool for Ages 3-5 * High/Scope Child Observation Record (COR) for Infants and Toddlers * High/Scope Preschool Child Observation Record (COR), Second Edition * The Ounce Scale (developed for infants and toddlers) * Work Sampling, Developmental Guidelines, Preschool 3 * Work Sampling, Developmental Guidelines, Preschool 4 * Learning Accomplishment Profile-3rd Edition (preschool) * The Ounce Scale (infant/toddler) * NIEER Early Learning Scale   **"Uses”** refers to any assessment, instrument or tool that yields individual and group information. This term requires that the program accesses and *analyzes results* and then, those results (whether individual information or aggregated group data) are used to inform practice.  Random selection of two children’s files per classroom during observation visits will provide evidence of use of evidence-based child assessment/observation for each child (if child has been in the program less than 60 days, another file may be reviewed). |
| **3 POINTS** | 🞏 Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks* twice a year | **Valid and Reliable child assessment/ observation tool** refers to any assessment or tool whereby (reliability) implementation from one time to the next and from one observer/ implementer to the next is likely to yield the same results .Validity means that the instrument or tool measures what it says it measures in the defined audience or group .Often, instrument validity is limited to a specific language, culture or age group. Valid and reliable child observation tools must be approved by the California Department of Education prior to awarding the site 3 points for this element. Assessment developers must contact Cecelia Fisher-Dahms at [cfisherd@cde.ca.gov](mailto:cfisherd@cde.ca.gov) or 916-324-9739 if they wish to submit documentation of alignment.  Random selection of two children’s files per classroom during observation visits will provide evidence of use of evidence-based child assessment/ observation for each child (if child has been in the program less than 60 days, another file may be reviewed). |
| **4 POINTS** | 🞏DRDP 2010 (minimum twice a year) and results used to inform curriculum planning | **DRDP** refers to the use of the Desired Results Developmental Profile child observational assessment, not inclusive of the Desired Results for Children and Families - Parent Survey (optional).  Random selection of two children’s files per classroom during observation visits will provide evidence of use of DRDP for each child (if child has been in the program less than 60 days, another file may be reviewed).  Evidence should demonstrate that individual child assessments are considered when planning for learning experiences through which the curriculum goals will be achieved.Acceptable documentation is as follows:  1. Show use of DRDP and NAEYC Accreditation **OR**  2. Show use DRDP and provide current Head Start School Readiness Goals **OR**  3. Provide completed CD 4001B (Desired Results Developmental Profile Summary of Finding for the Classroom and Family Child Care Home Form) **OR**  4. Provide two of the following as evidence:   * written curriculum statements * lesson plans * planning webs * notes from planning sessions that indicate that assessment information on how a purchased curriculum (if used) considers assessment of child progress. |
| **5 POINTS** | 🞏Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning | **DRDP-tech** Use of DRDP Tech creates psychometrically valid reports for teachers and also meets the federal RTT-ELC grant requirements of state-level data. Use of DRDP Tech is free to Head Start and State funded programs and will be available at a minimal per child cost for non-publicly funded programs. |

## 

## Core 1: Child Development and School Readiness

| Element 2. Developmental and Health Screenings | | |
| --- | --- | --- |
| **Point Value** | **Indicator** | **Detail** |
| **BLOCK *(Common Tier 1)*** | 🞏 Meets Title 22 Regulations | Title 22 Regulations require current immunization records for every child enrolled in the family child care home or center. Family Child Care Homes use form PM 286, available at <http://www.cdph.ca.gov/programs/immunize/Documents/pm286b.pdf> and Centers use form LIC 701, available at <http://www.dss.cahwnet.gov/cdssweb/PG166.htm>. Forms must be printed on blue paper. |
| **2 POINTS** | 🞏 Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers")* used at entry, then:   1. Annually  **OR** 2. Conducts vision and hearing screenings annually | **Used at entry *then annually*** requires that the program collects form LIC 701 (or equivalent) at the child’s entry into the program and annually at the beginning of each program year.  **Conducts (or collects) screening.** If vision and hearing screening are used as the method of meeting this standard, programs may use information from a doctor’s or specialist’s screening or conduct vision and health screenings at the site, or both. |
| **3 POINTS** | 🞏 Program works with families to screen all children using a **valid and reliable child screening tool** at entry and as indicated by results thereafter  **AND**  🞏 Meets Criteria from point level 2 | **Valid and Reliable child screening tool** refers to any assessment or tool whereby (reliability) implementation from one time to the next and from one observer/ implementer to the next is likely to yield the same results. Validity means that the instrument or tool measures what it says it measures in the defined audience or group. Often, instrument validity is limited to a specific language, culture or age group. A partial list of valid and reliable child screening tools is below. Other tools are acceptable at the discretion of the consortium with documentation of validity and reliability.  Partial List:   * Mullen Scales of Early Learning * Brigance * DIAL 3 * Ages and Stages * ESP: Early Screening Profiles * ESI-R (Early Screening Inventory) * Denver II * Parents Evaluation of Developmental Status * Parents Evaluation of Developmental Status –Developmental Milestones * Battelle Developmental Inventory Screening Test * Learning Accomplishment Profile-Diagnostic Screens   ***As indicated by the results thereafter,*** refers to the actions taken by the program to refer families to additional resources based on the results of the screening tool.  Beginning at this tier, both Centers and Family Child Care Homes must use a developmental screening tool or produce proof of one of the items below:  IFSP/IEP;  Evidence of screening in another venue (must have actual screen or documented results);  Parent “opt-out” form; or  Detailed documentation of repeated attempts to obtain parental consent when conducting file review.  In addition to providing evidence through the file review process that 100% of children are screened, the site must provide evidence for how the screening and referral process works at the site level. |
| **4 POINTS** | 🞏 Program works with families to screen all children using the **ASQ** at entry and as indicated by results thereafter **AND**  🞏 Meets Criteria from point level 2 | **ASQ** is the Ages and Stages Questionnaire.  **“Works with families” -** Families are engaged in the screening process. Results are shared with the family in a confidential and supportive manner. Program staff use screening results to refer families to the appropriate agencies for further assessment, such as the local Regional Center, school district and/or other resources. |
| **5 POINTS** | 🞏 Program works with families to screen all children using the **ASQ & ASQ-SE**, if indicated, at entry, then as indicated by results thereafter **AND**  🞏 Program staff uses children’s screening results to implement intervention strategies and adaptations as appropriate **AND**  🞏 Meets Criteria from point level 2 | **ASQ-SE** is the Ages and Stages Questionnaire: Social Emotional and may be used as indicated by the results from the ASQ. |

## Core 2: Teachers and Teaching

| Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH) | | |
| --- | --- | --- |
| **Point Value** | **Indicator** | **Detail** |
| **BLOCK *(Common Tier 1)*** | 🞏 Meets Title 22 Regulations |  |
| **2 POINTS** | 🞏 **Center:** 24 units of ECE (core 8)  🞏 **FCCH:** 12 units of ECE (core 8) | In point values 2 through 5, Qualifications are checked for all lead teachers employed at site AND no less than 75% of them must meet requirements in point-values 2 to 5.   |  |  | | --- | --- | | **Total # of Lead Teachers** | **# Needed to Meet Requirement** | | 2 | 2 | | 3 | 3 | | 4 | 3 | | 5 | 4 | | 6 | 5 | | 7 | 6 | | 8 | 6 | | 9 | 7 | | 10 | 8 |   In point values 3 through 5, staff in Family Child Care Homes (FCCH) and Centers are held to the same educational standard.  Point value 3 is equivalent to the Associate Teacher Permit for Family Child Care and Associate Teacher plus 12 units for Centers. Teachers who applied for the permit may substitute verification of application in lieu of the transcript, for review.  ***CORE 8 courses*** are desired but not required.  ***Lead teacher*** is the adult with primary responsibility for a group of children. For the purposes of rating an early childhood classroom, lead teacher is the adult who meets the minimum licensing requirements as a teacher and any additional requirements for the point-level of the rating. When there is more than one teacher working in a group, the lead teacher shall be considered the person with the highest degree. A group of children in a Center is defined as those children who are assigned for most of the day to a specific teacher or a team of teaching staff members and who occupy an individual classroom or well-defined space. Each group must have at least one designated lead teacher. The lead teacher must spend the vast majority of time with one group of children who attend at the same time rather than divide time between classrooms or float between groups. The group size is determined by the point-level of the rating. The above is based on the NAEYC accreditation definition of a teacher.  For the purposes of rating a licensed FCCH, the lead teacher is the adult who is the owner and full-time operator of the FCCH. If the owner is not teaching the children, the FCCH lead teacher is defined as the adult with the highest degree who spends the vast majority of time with the children. A group of children in an FCCH is defined as those children who are enrolled in the FCCH. The group size is determined by licensing requirements based on the ages of the children enrolled. |
| **3 POINTS** | 🞏 24 units of ECE (core 8) and 16 units of General Education  **AND**  🞏 21 hours professional development (PD) annually | Point value 3 is equivalent to Option 1 of the Teacher Permit.  ***Professional Development/Continuing Education*** - 21 hours of professional development per year must be consistent with the professional growth activities as described in Commission on Teacher Credentialing’ Child development Permit Professional Growth Manual (*http //www.ctc.ca.gov/credentials/manuals-handbooks/PG\_manual\_ChildDev.pdf*), pages 8 and 9, even if the person does not hold a Child Development Permit. These activities/hours must be pre-approved by the individual’s professional growth advisor or the Consortium’s designee, either of whom must meet the advisor standard as described in the Professional Growth Manual on pages 5 and 6. Professional growth activities may include documented workshops, coaching, equivalency of coursework, or other activities defined in the CTC Professional Growth Manual. Professional growth activities should stem from the needs of the teacher and program, based on the TQRIS rating. Professional development includes, but is not limited to, the Professional Development Pathways. Training certificates with valid dates and training venues are evidence of Professional Development. |
| **4 POINTS** | 🞏 Associate's degree (AA) in ECE OR 60 degree-applicable units, including 24 units of ECE OR AA in any field plus 24 units of ECE  **AND**  🞏 21 hours PD annually | Point value 4 is equivalent to Option 2 of the Teacher permit if the ECE unit requirement is met. A Site Supervisor Permit may also satisfy this tier’s educational requirement. |
| **5 POINTS** | 🞏 Bachelor’s degree in ECE (or  closely related field) with 48+ units of ECE OR master’s degree in ECE  **AND**  🞏 21 hours PD annually | Point value 5 is equivalent to Option 2 of the Master Teacher Permit if ECE unit requirement is met. A Program Director Permit may also satisfy this educational requirement. |

## Core 2: Teachers and Teaching

| Element 4. Effective Teacher-Child Interactions: CLASS Assessments (\*Use tool for appropriate age group as available) | | |
| --- | --- | --- |
| **Point Value** | **Indicator** | **Detail** |
| **BLOCK *(Common Tier 1)*** | 🞏 Not applicable |  |
| **2 POINTS** | 🞏Familiarity with CLASS (e.g. 2-hour Overview training) for appropriate age group as available by one representative from the site (on-line or face-to-face via facilitator) | **Familiarity with CLASS** Refers to the participating program’s management, center director, family child care operator, and lead teacher, as appropriate, having a basic understanding of a particular program or staff assessment tool. This can include having attended overview orientations, webinars, trainings, college courses in which the tool was presented, or other forms of knowing the intent, purpose, and use of the tool, but not to the depth of completing assessments or observations .The decision about what constitutes familiarity is a local one.  It is recommended that live CLASS presentations be conducted by a Certified CLASS Trainer. A **Certified CLASS Trainer** receives certification through Teachstone, Inc. Certification is given to trainers who participate in at least 4 days of training (Observer training and Train the Trainer training) and pass reliability on the CLASS tool. These trainers should be able to produce a certificate indicating that they successfully completed the Train the Trainer program and a certificate demonstrating their reliability on the CLASS tool is current (must be renewed annually). Certification is specific to a certain age level based on the particular CLASS tool. Currently, counties may have certified PreKindergarten CLASS trainers who they can call upon (known as affiliate trainer), or programs may arrange training through Teachstone. Currently, only Teachstone is able to provide certified CLASS trainers for the Toddler CLASS tool. |
| **3 POINTS** | 🞏 Independent CLASS assessment by reliable observer (for appropriate age group as available) to inform the program’s professional development/  improvement plan | While results of the independent CLASS assessment will be used to inform the site’s Quality Improvement Plan, evidence of having a Quality Improvement Plan in place is not a requirement of this tier.  **Independent (external) Assessment** An external assessment is conducted by an entity or persons not part of the program (third-party) and is trained to reliability standards on the tool.  **Reliable CLASS Observer** is an individual who has demonstrated their ability to observe and rate classrooms based on the CLASS quality indicators. CLASS reliability must be renewed annually and is available for the Toddler and PreKindergarten CLASS tools. A reliable CLASS observer should be able to provide a certificate indicating current reliability (issued within the previous 12 months).  In classrooms with multiple age groups, use the age level tool appropriate for the most number of children .If children are equally distributed, consult Teachstone ([www.teachstone.org](http://www.teachstone.org)) for advice. |
| **4 POINTS** | 🞏 Independent CLASS assessment by reliable observer (for appropriate age group as available) with minimum CLASS scores:  PreK:   * Emotional Support - 5 * Instructional Support -3 * Classroom Organization - 5   Toddler:   * Emotional & Behavioral Support - 5 * Engaged Support for Learning  - 3.5 | ***CLASS assessment*** is also known as the “CLASS Observation,” conducted by a reliable observer (see above).  Minimum scores are recommended by Teachstone, Inc. and based on research on the CLASS and on the design of California’s TQRIS.  CLASS scores (averaged by domain) across selected classrooms will be recorded SEPARATELY for each age group. If a site has more than one age group, the point value for each age should be averaged to create a site’s score on that element.  *Example:*  PreK Classroom A:  Emotional Support – 5.42  Instructional Support – 3.13  Classroom Organization – 5.89  PreK Classroom B:  Emotional Support – 5.10  Instructional Support -2.95  Classroom Organization – 5.68  Average of PreK scores by Domain:  Emotional Support – 5.78  Instructional Support – 3.04  Classroom Organization – 5.44  Average scores for all domains meet cut-off scores for 4 points for PreK, but not for 5 points. Assign 4 points.  Toddler Classroom A:  Emotional & Behavioral Support – 5.15  Engaged Support for Learning - 3.32  Toddler Classroom A:  Emotional & Behavioral Support – 4.87  Engaged Support for Learning - 3.60  Average of Toddler Scores by Domain  Emotional & Behavioral Support – 5.01  Engaged Support for Learning - 3.46  Average scores for both domains do not meet cut-off scores. Assign 3 points for Toddler.  PreK Overall Score = 4 points  Average of Toddler scores = 3 points  Average of both = 3.5  Drop the decimal to determine the final score for the site.  Overall score for item is = 3 points |
| **5 POINTS** | 🞏 Independent assessment with CLASS (for appropriate age group as available) with minimum CLASS scores:  PreK:   * Emotional Support – 5.5 * Instructional Support – 3.5 * Classroom Organization – 5.5   Toddler:   * Emotional & Behavioral Support – 5.5 * Engaged Support for Learning  – 4 | See scoring example above. |

## Core 3: Program and Environment

| Element 5: Licensing and Regulatory Requirements: Ratios and Group Size *(Centers Only)* | | |
| --- | --- | --- |
| **Point Value** | **Indicator** | **Detail** |
| **BLOCK *(Common Tier 1)*** | 🞏 Center: Title 22 Regulations  Infant Ratio of 1:4  Toddler Option Ratio of 1:6  Preschool Ratio of 1:12  🞏 FCCH: Title 22 Regulations  (excluded from point values in ratio and group size) | Volunteers may not be used in ratio and group size calculations .Title 22 regulations require that adult:child ratios include only employed adults  ***Ages: group size***  • Infant - A child aged birth to 18 months.  • Toddler - A child who is 18 to 36 months of age.  Based on Education Code Section 8265.5  • Preschooler - A child who is 3 years of age to kindergarten entry. The child’s third birthday must be on or before the following dates:   November 1 of the 2012-13 fiscal year   October 1 of the 2013-14 fiscal year   September 1 of the 2014-15 fiscal year and thereafter  *Based on Management Bulletin 12-15*  ***Ratios***  Centers must meet the Community Care Licensing standards at a minimum.  Staff must meet the needs of the children in attendance and provide visual observation and supervision at all times. Centers may need additional staff depending on the age of children and their needs. Additional staff are needed for backup. An Aide cannot be left alone with children except during naptime and to escort children to the restroom.  • One teacher can supervise no more than 12 children.  • One teacher and one aide can supervise up to 15 children.  • A fully qualified teacher and an aide with 6 early childhood education units can supervise up to 18 children.  • A ratio of one teacher or aide for 24 napping children is permitted, providing that the additional staff to meet the “awake” ratios are immediately available at the center.  *Reference California Code of Regulations, Title 22 section 101216.3*  Ratios and group size are verified through   * In-person visit for point-values 3-4-5 (checked during the ERS assessment) * Self-report in portfolio and certified through portfolio certification process * Local decision for how to handle out of ratio and child endangerment. The California Child Abuse Reporting Law must be followed (Penal Code Sections 11165-11174.3).   Ratio and group size scores will be reported as follows:  All scores for classrooms serving the same age group of children will be averaged. The average score of each age group will be averaged with the scores of the other age group(s) to obtain one score for the center. The decimal will be dropped and that number will be reported as the score for the center.  *Example:* Infant Room A score of 4 + Infant Room B score of 5=9 divided by 2=**4.5**  ADD to  Preschool Room A score of 3 + Preschool Room B score of 4+ Preschool Room C score of 2= 9 divided by 3=**3**  THEN  Infant Score of 4.5+ Preschool Score of 3=7.5 divided by 2=3.75  **Final Score =3**  *Note: The state evaluator will determine if average (mean), median or mode will be used and Implementation Guide will be updated accordingly* |
| **2 POINTS** | 🞏 Center:  Infant/Toddler Ratio of 4:16  Toddler Ratio of 3:18  Preschool Ratio of 3:36 |
| **3 POINTS** | 🞏 Center:  Infant/Toddler Ratio of 3:12  Toddler Ratio of 2:12  Preschool Ratio of 2:24 |
| **4 POINTS** | 🞏 Center:  Infant/Toddler Ratio of 3:12 or 2:8  Toddler Ratio of 2:10  Preschool Ratio of 3:24 or 2:20 |
| **5 POINTS** | 🞏 Center:  Infant/Toddler Ratio of 3:9 or better  Toddler Ratio of 3:12 or better  Preschool Ratio of 3:20 or better |

## Core 3: Program and Environment

| Element 6 .Program Administration and Leadership: Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R | | |
| --- | --- | --- |
| **Point Value** | **Indicator** | **Detail** |
| **BLOCK *(Common Tier 1)*** | 🞏 Not Required |  |
| **2 POINTS** | 🞏 Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan | **Familiarity with ERS** Refers to the participating program’s management, center director, family child care operator, and lead teacher, as appropriate, having a basic understanding of a particular program or staff assessment tool. This can include having attended overview orientations, webinars, trainings, college courses in which the tool was presented, or other forms of knowing the intent, purpose, and use of the tool, but not to the depth of completing assessments or observations. The decision about what constitutes familiarity is a local one. |
| **3 POINTS** | 🞏 Independent ERS assessment using scale for the appropriate setting; All subscales completed and averaged to meet overall score level of 4.0 | **Independent (external) Assessment** An external assessment is conducted by an entity or persons not part of the program (third-party) and is trained to reliability standards on the tool.  ERS scores (ONE total averaged scale score) across selected classrooms will be recorded SEPARATELY for a site’s score on this element. Scores across selected classrooms are averaged together regardless of the tool used (ECERS or ITERS).  In classrooms with multiple age groups, use the age level tool appropriate for the majority of children. If children are equally distributed, consult ERSI (http://www.ersi.info/index.html) for advice. |
| **4 POINTS** | 🞏 Independent ERS assessment using scale for the appropriate setting; All subscales completed and averaged to meet overall score level of 5.0 | ***ERS assessment*** is conducted by a reliable observer (see above). |
| **5 POINTS** | 🞏 Independent ERS assessment using scale for the appropriate setting; All subscales completed and averaged to meet overall score level of 5.5 |  |

## Core 3: Program and Environment

| Element 7 .Program Administration and Leadership: Director Qualifications (Centers Only) | | |
| --- | --- | --- |
| **Point Value** | **Indicator** | **Detail** |
| **BLOCK *(Common Tier 1)*** | 🞏 12 units core ECE (early childhood education, child development, family/consumer studies, or related field), 3 units management/administration | ***Center Director*** provides direct on-site supervision and administrative support to teaching staff and children, provides ongoing communication with public and private agencies, and support to families in an early care setting with at least one classroom. Center director is  • Responsible for scheduling staff in accordance with licensing requirements and site needs.  • Manages all aspects of employee relations including performance review and training.  • Responsible for meeting all licensing regulations, agency policies & procedures and the Education Code as applicable.  • Responsible for accurate update of records on site including but not limited to enrollment, attendance, meal counts, daily logs, curriculum, child observations, and parent participation.  • The designee for insuring implementation of requirements of funding, including assessment, screening, curriculum, etc.  • The legal designee to send and/or receive legal documents (i.e. restraining orders, suspected child abuse reports, unusual incident reports, etc.).  A director who is responsible for two or more sites may serve as the “program director” of all of the site locations provided that a qualified child care center director is employed for each individual site/location. In this instance, both the “program director” and a designated lead teacher will meet the educational qualifications of center director.  *Reference: California Code of Regulations, Title 22 sections 101215 and 101215.1*  For example, state preschools located on the grounds of elementary school may have a “program director” of all the state preschool locations; however, at least one lead teacher of a state preschool classroom on each site must meet the educational qualifications of “center director.” |
| **2 POINTS** | 🞏 24 units core ECE, 16 units General Education, 3 units management/Administration |
| **3 POINTS** | 🞏 Associate’s degree with 24 units core ECE, 6 units management/  administration, 2 units supervision  AND  🞏 21 hours PD annually |
| **4 POINTS** | 🞏Bachelor’s degree with 24 units core ECE, 8 units management/  administration  AND  🞏 21 hours PD annually |
| **5 POINTS** | 🞏 Master’s degree with 30 units core ECE including specialized courses, 8 units management/  administration, or Administrative Credential  AND  🞏 21 hours PD annually |

Age Group, 13

Ages: group size, 30

As indicated by the results thereafter, 21

ASQ, 21

ASQ-SE, 21

Assessment Frequency, 12

Braided funding, 9

Building Block, 5

Center Director, 33-34

Certified CLASS Trainer, 26

Children with High Needs, 7

CLASS assessment, 26-29

Classroom, 12-13

Conducts (or collects) screening, 20

CORE 8 courses, 23

DRDP, 18-19

DRDP-tech, 19

Evidence-based, 17

Exceptions to licensed programs that may participate, 6

External Assessors, 10

Facility, 6

Familiarity with CLASS, 26

Familiarity with ERS, 32

Fidelity of implementation, 10

General Child Care Licensed Sites, 8

Head Start/Early Head Start, 8

Hybrid Approach, 5

In Good Standing, 6-7

Independent (external) Assessment, 27, 32

Independent Assessor, 15

Lead teacher, 23

Minimum threshold of high needs, 7

Monitor, 11

Monitors, 10

Participating Sites, 6

Points, 5

Portfolio, 11

Professional Development/Continuing Education, 24

Program Quality Score, 5

QRIS, 5

Raters, 10

Rating Frequency, 11

Rating Guidelines, 11

Rating Tiers, 5

Ratios, 30-32

Reliable Assessor, 15

Reliable CLASS Observer, 27

Self-report, 11-12

Site, 8

State-funded Preschool Licensed Sites, 8

Subsidized family, 7

Subsidized program, 8

Teaching team, 13

Technical Assistance Providers, 10

Top tiers, 7

Tribal Sites, 8

Used at entry then annually, 20

Valid and Reliable child screening tool, 20

Works with families, 21

1. Starting Strong: A quality toolbox for Early Childhood Education and Care © OECD 2012 [www.oecd.org/edu/preschoolandschool/startingstrongiii-aqualitytoolboxforearlychildhoodeducationandcare.htm](file:///C:\Users\smarquez\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\SFC23479\www.oecd.org\edu\preschoolandschool\startingstrongiii-aqualitytoolboxforearlychildhoodeducationandcare.htm) [↑](#footnote-ref-1)
2. Fact Sheet: California’s Race to the Top- Early Learning Challenge

   [www.cde.ca.gov/sp/cd/rt/documents/rttelcfactsheet.pdf](file:///C:\Users\smarquez\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\SFC23479\www.cde.ca.gov\sp\cd\rt\documents\rttelcfactsheet.pdf) [↑](#footnote-ref-2)
3. Reference-Health and Safety Code sections 1596.773 and 1596.886. [↑](#footnote-ref-3)
4. Consortia may choose locally to impose a time period of up to 12 months in the past [↑](#footnote-ref-4)
5. Reinstatement protocols are determined at the local level. [↑](#footnote-ref-5)
6. Source Full-Day, Full-Year Early Care and Education Partnerships (2002) developed by the California Head Start–State Collaboration Office [↑](#footnote-ref-6)
7. Source Ready for K… with ESEA (2009) developed by the California County Superintendents Educational Services Association [↑](#footnote-ref-7)