



# QRIS 201: Diving Deep into California's Quality Rating and Improvement System

Tuesday, May 12, 2015

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**Slides available at:** <http://www.ccfc.ca.gov/>



# Webinar Agenda:

- Key Definitions
- Understanding How the Rating Matrix is Organized
- Rating Matrix Elements
- How Ratings are Conducted
- Approaches to Quality Improvement



# Key Definitions: Site

**Participating sites** are licensed centers and family child care homes (exceptions noted below). Priority is given to participating programs 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 legally exempt from licensing
  - Other programs operated by school districts, such as IDEA Part B or Part C funded programs



# Key Definitions: In Good Standing

**“In Good Standing”** is a licensed early learning facility (child care center or family child care home) that currently does not have 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)
3. a probationary license



# Key Definitions: Children with High Needs

**Children with high needs** are children from birth through kindergarten entry who are:

- Low income
- Migrant/seasonal
- Homeless
- Dual language learners
- Tribal of reside on “Indian lands”
- Special needs (disabilities or developmental delays)
- In Child Protective Services (CPS) or foster care
- Living in neighborhood of low-API schools
- Receiving childcare subsidy/vouchers
- Infants/toddlers

# Key Definitions: Assessors and Rating

**External Assessors** trained on the Environment Rating Scales (ERS) and/or Classroom Assessment Scoring System<sup>®</sup> (CLASS<sup>®</sup>) tool carry out the assessment portion of the rating.

## Approaches to Rating:

- **Building block approach:** criteria at a particular tier level must be met before moving onto the next tier
- **Points approach:** sites accumulate points based on level of implementation of each quality element rather than having to meet all criteria at a particular tier level
- **Hybrid approach:** the building block approach is used at some levels and the points approach is used at other levels





# Understanding How California's Rating Matrix is Organized

- California uses a hybrid approach to rating, with a building block approach at Tier 1 (and in some counties, Tier 2) and the points approach in all other tiers.
- A hybrid model ensures maximum flexibility and recognize diverse areas of quality.
- The Rating Matrix was developed over many months with Consortia members from the 16 counties participating in the Race to the Top-Early Learning Challenge (RTT-ELC).



# Understanding How California's Rating Matrix is Organized

- Tier 1 is a building block; all participating sites that are licensed and in good standing with Community Care Licensing qualify for Tier 1 (at a minimum).
- At Tiers 3 and 4, early learning and development programs are rated using agreed-upon criteria for each of the seven elements.
- Additional requirements to achieve Tier 2 or Tier 5 are determined locally; for example, a consortium may convert Tier 2 to a block or may add requirements at Tier 5.



# Understanding How California's Rating Matrix is Organized

California's QRIS is designed to improve the quality of early learning and development programs in the following three core areas:

1. Child Development and School Readiness
2. Teachers and Teaching
3. Program and Environment



# Rating Matrix Elements



CORE	Elements
Core 1: Child Development and 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 - CLASS
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)



# Rating Matrix Elements

## Core 1: Child Development and School Readiness

- Child Observational Assessment
- Developmental and Health Screening



# Core 1: Child Development and School Readiness



ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<b>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</b>					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with CA <i>Foundations &amp; Frameworks</i> twice a year	<input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care <i>Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent</i> ) used at entry, then: 1. Annually <b>OR</b> 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a <b>valid and reliable developmental screening tool</b> at entry and as indicated by results thereafter <b>AND</b> <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the <b>ASQ</b> at entry and as indicated by results thereafter <b>AND</b> <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the <b>ASQ &amp; ASQ-SE</b> , if indicated, at entry, then as indicated by results thereafter <b>AND</b> <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate <b>AND</b> <input type="checkbox"/> Meets Criteria from point level 2



# Rating Matrix Elements

## Core 2: Teachers and Teaching

- Early Childhood Educator  
Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)
- Effective Teacher-Child Interactions: CLASS<sup>®</sup> Assessments



# Core 2: Teachers and Teaching

CORE II: TEACHERS AND TEACHING					
<p>3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)</p>	<p><input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]</p>	<p><input type="checkbox"/> Center: 24 units of ECE/CD <b>OR</b> Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD <b>OR</b> Associate Teacher Permit</p>	<p><input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education <b>OR</b> Teacher Permit <b>AND</b> <input type="checkbox"/> 21 hours professional development (PD) annually</p>	<p><input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) <b>OR</b> AA/AS in any field plus 24 units of ECE/CD <b>OR</b> Site Supervisor Permit <b>AND</b> <input type="checkbox"/> 21 hours PD annually</p>	<p><input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) <b>OR</b> BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) <b>OR</b> Program Director Permit <b>AND</b> <input type="checkbox"/> 21 hours PD annually</p>
<p>4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)</p>	<p><input type="checkbox"/> Not Required</p>	<p><input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site</p>	<p><input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan</p>	<p><input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: <b>Pre-K</b></p> <ul style="list-style-type: none"> <li>▪ Emotional Support - 5</li> <li>▪ Instructional Support - 3</li> <li>▪ Classroom Organization - 5</li> </ul> <p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>▪ Emotional &amp; Behavioral Support - 5</li> <li>▪ Engaged Support for Learning - 3.5</li> </ul>	<p><input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: <b>Pre-K</b></p> <ul style="list-style-type: none"> <li>▪ Emotional Support - 5.5</li> <li>▪ Instructional Support - 3.5</li> <li>▪ Classroom Organization - 5.5</li> </ul> <p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>▪ Emotional &amp; Behavioral Support - 5.5</li> <li>▪ Engaged Support for Learning - 4</li> </ul>



# Rating Matrix Elements

## Core 3: Program and Environment Administration and Leadership

- Ratios and Group Size (centers only)
- Program Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R
- Director Qualifications (centers only)



# Core 3: Program and Environment

CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
<b>5. Ratios and Group Size</b> (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations <b>Infant Ratio of 1:4</b> <b>Toddler Option Ratio of 1:6</b> <b>Preschool Ratio of 1:12</b> <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 4:16</b> <b>Toddler – 3:18</b> <b>Preschool – 3:36</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler– 3:12</b> <b>Toddler – 2:12</b> <b>Preschool– 2:24</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:12 or 2:8</b> <b>Toddler – 2:10</b> <b>Preschool – 3:24 or 2:20</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:9 or better</b> <b>Toddler – 3:12 or better</b> <b>Preschool – 1:8 ratio and group size of no more than 20</b>
<b>6. Program Environment Rating Scale(s)</b> (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
<b>7. Director Qualifications</b> (Centers Only)	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/-with 3 units management/ administration  <b>OR Master Teacher Permit</b>	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/-with 6 units management/ administration and 2 units supervision <b>OR Site Supervisor Permit</b> <b>AND</b> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/-with 8 units management/ administration <b>OR Program Director Permit</b> <b>AND</b> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/-with 8 units management/ administration, <b>OR Administrative Credential</b> <b>AND</b> <input type="checkbox"/> 21 hours PD annually



# Frequency of Rating

- A site's rating will be valid for two years. Participating sites are monitored between ratings to assure they are continuing to meet criteria for their tiered rating.
- Events that may trigger reconsideration of the rating before the two years have passed include:
  - Significant turnover in staff
  - New director
  - Changes that warrant re-assessment of an individual classroom
  - Significant licensing violation
  - Changes to a site license, such as change of physical location, change in status, or other licensing changes
  - Other reasons determined by local consortia



# Defining Classrooms for Assessment

For the purpose of the California QRIS, 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. If the **lead teacher** changes, then a new assessment is required.

# Selecting Classrooms for Assessment



Consortia will assess one-third 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 one-third in sites serving a single age group.

Classrooms are randomly selected for assessment.

**Example for sites with classrooms all serving the same age children (e.g., all infant/toddlers or all preschoolers)**

Number of classrooms at site	2	3	4	5	6	7	8	9	10
Percent of classrooms to assess	50%	33%	33%	33%	33%	33%	33%	33%	33%
Total number of classrooms to assess	1	1	2	2	2	3	3	3	4



# The “R” is important, but what about the “I”?

## Examples of Quality Improvement Activities:

- On-site coaching to improve teacher-child interactions and teacher effectiveness
- Training and materials to implement developmental screening
- Assistance in rearranging the environment to aid in ease of supervision and encourage play
- Free coursework and books offered at local community colleges

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)  
QUALITY CONTINUUM FRAMEWORK – RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<b>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</b>					
<b>1. Child Observation</b>	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with <i>CA Foundations &amp; Frameworks</i> <sup>1</sup> twice a year	<input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
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<sup>1</sup> As of 10/2014 approved assessments are: BRIGANCE Inventory of Early Development III, Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER)

<sup>2</sup> For all ECE/CD units, the core 8 are desired but not required.

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				<ul style="list-style-type: none"> <li>▪ Classroom Organization – 5</li> </ul> <b>Toddler</b> <ul style="list-style-type: none"> <li>▪ Emotional &amp; Behavioral Support – 5.5</li> <li>▪ Engaged Support for Learning – 4</li> </ul>	
<b>CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership</b>					
<b>5. Ratios and Group Size</b> (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations <b>Infant Ratio of 1:4</b> <b>Toddler Option Ratio of 1:6</b> <b>Preschool Ratio of 1:12</b> <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 4:16</b> <b>Toddler – 3:18</b> <b>Preschool – 3:36</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:12</b> <b>Toddler – 2:12</b> <b>Preschool – 2:24</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:12 or 2:8</b> <b>Toddler – 2:10</b> <b>Preschool – 3:24 or 2:20</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:9 or better</b> <b>Toddler – 3:12 or better</b> <b>Preschool – 1:8 ratio and group size of no more than 20</b>
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<b>TOTAL POINT RANGES</b>					
<b>Program Type</b>	<b>Common-Tier 1</b>	<b>Local-Tier 2<sup>3</sup></b>	<b>Common-Tier 3</b>	<b>Common-Tier 4</b>	<b>Local-Tier 5<sup>4</sup></b>
Centers 7 Elements for 35 points	<b>Blocked</b> (No Point Value) – Must Meet All Elements	<b>Point Range</b> 8 to 19	<b>Point Range</b> 20 to 25	<b>Point Range</b> 26 to 31	<b>Point Range</b> 32 and above
FCCHs 5 Elements for 25 points	<b>Blocked</b> (No Point Value) – Must Meet All Elements	<b>Point Range</b> 6 to 13	<b>Point Range</b> 14 to 17	<b>Point Range</b> 18 to 21	<b>Point Range</b> 22 and above

<http://www.cde.ca.gov/sp/cd/rt/documents/ratingmatrix.doc>

<sup>3</sup>Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

<sup>4</sup>Local-Tier 5: Local decision if there are additional elements included



# Contact Information

**RTT-ELC Main Web site:**

<http://www.cde.ca.gov/sp/cd/rt/>

**QRIS Block Grant E-mail:**

[PSQRISBG@cde.ca.gov](mailto:PSQRISBG@cde.ca.gov)

**First 5 California IMPACT E-mail**

[F5IMPACT@ccfc.ca.gov](mailto:F5IMPACT@ccfc.ca.gov)