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

Quality Continuum Framework - Family Child Care Homes
Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3, and 4

Quality Start San Bernardino County

	Element	Block (Common Tier 1) License In-Good Standing	2 Points	3 Points	4 Points	5 Points
Core I: Child Development and School Readiness	**1. Child Observation**	○ Not required	○ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	○ Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks*[1] twice a year	○ DRDP (minimum twice a year) and results used to inform curriculum planning	○ Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
	2. Developmental and Health Screenings	○ Meets Title 22 Regulations	○ Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent*) used at entry, then: **1.** Annually **OR** **2.** Ensures vision and hearing screenings are conducted annually	○ Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter **AND** ○ Meets Criteria from point level 2	○ Program works with families to ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** ○ Meets Criteria from point level 2	○ Program works with families to ensure screening of 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 make referrals and implement intervention strategies and adaptations as appropriate **AND** ○ Meets Criteria from point level 2
Core II: Teachers and Teaching	**3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)**	○ Meets Title 22 Regulations [**Center**: 12 units of Early Childhood Education (ECE)/Child Development (CD) **FCCH**: 15 hours of training on preventive health practices]	○ **Center**: 24 units of ECE/CD[2] **OR** Associate Teacher Permit ○ **FCCH**: 12 units of ECE/CD **OR** Associate Teacher Permit	○ 24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit **AND** ○ 21 hours professional development (PD) annually	○ Associate's degree (AA/AS) in ECE/CD (or closely related field) **OR** AA/AS in any field plus 24 units of ECE/CD **OR** Site Supervisor Permit **AND** ○ 21 hours PD annually	○ Bachelor's degree in ECE/CD (or closely related field) **OR** BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) **OR** Program Director Permit **AND** ○ 21 hours PD annually
	4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	○ Not required	○ Familiarity with CLASS for appropriate age group as available by one representative from the site	○ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	○ Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** • Emotional Support - 5 • Instructional Support –3 • Classroom Organization – 5 **Toddler** • Emotional & Behavioral Support – 5 • Engaged Support for Learning – 3.5 **Infant** • Responsive Caregiving (RC) – 5.0	○ Independent assessment with CLASS with minimum CLASS scores: **Pre-K** • Emotional Support - 5.5 • Instructional Support –3.5 • Classroom Organization – 5.5 **Toddler** • Emotional & Behavioral Support – 5.5 • Engaged Support for Learning – 4 **Infant** • Responsive Caregiving (RC) – 5.5

	Element	Block (Common Tier 1) License In-Good Standing	2 Points	3 Points	4 Points	5 Points
Core III: Program and Environment - Administration and Leadership	**5. Program Environment Rating Scale(s)** (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	○ Not required	○ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	○ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	○ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	○ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 **OR** Current National Accreditation approved by the California Department of Education

	Program Type	Tier 1 (blocked, receive 1 point per element)	Tier 2[3]	Tier 3	Tier 4	Tier 5[4]
Total Point Ranges	**FCCHs** 5 Elements for 25 points	**Point Range** 5	**Point Range** 6 to 13	**Point Range** 14 to 17	**Point Range** 18 to 21	**Point Range** 22 or more

[1]Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

[2]For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

[3]Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

[4]Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 Updated May 28, 2015; Effective July 1, 2015